# TSH Berkshire ECF Guide for Schools 2023-24

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## TSH Berkshire Vision

We believe in **collaboration not competition**. By working together, we can best support teacher and leadership development in our schools, leading to a **positive impact** on the experiences and **outcomes for children and young people**.

Our aim is to work through delivery partners across the county; we will be supporting, facilitating and **building on the strong local collaborations** that already exist. We look forward to **establishing relationships** with key delivery partners who will implement the different strands of the Teaching School Hub remit.

# Contents

# Overview

The Early Career Framework is a structured programme of support for teachers in their first two years of teaching. All schools must offer ECTs an induction programme based on The Early Career Framework and one way they can do this is by working with a DfE-funded provider. The programme is fully funded for state schools in England so there are no costs to schools for undertaking the training programme with TSH Berkshire.

**Key terms used in this document:**

| | |
|---|---|
| **Statutory Induction Guidance** | The new framework for induction came into force in September 2021. The latest version of the guidance can be found here. |
| **Lead Provider** | There are six DfE accredited Lead Providers for ECF, who have put together all the training materials and designed the programmes for schools to use. Our lead provider is University College London (UCL) Institute of Education (IOE). Details about UCL's ECF programme can be found on their website here. |
| **Delivery Partner** | TSH Berkshire is your delivery partner. |
| **Facilitators** | Facilitators are school leaders and teacher leaders recruited by the Delivery Partner. They are deployed to lead ECT and Mentor ECF professional development sessions. |
| **UCLeXtend** | The online platform through which Delivery Partners, Induction Tutors, Mentors and ECTs access ECF materials. |
| **Appropriate Body** | The organisation responsible for overseeing and quality assuring the statutory side of induction, including assessment and reporting. For some of you TSH Berkshire will be your Appropriate Body, for others it may be a different Teaching School Hub. |

**Key people involved in induction:**

| | |
|---|---|
| **Local Area Coordinator** | A senior member of staff in one of our partner schools across the hub area who will organise the programme locally. |
| **Induction tutor** | The person in school who oversees the induction programme for new teachers, both the statutory elements and the ECF programme. This will be our main point of contact in the school. Your school may call this role "induction coordinator" or "induction lead". Induction tutor is the term used on the DfE online system. |
| **Mentor** | The member of staff who meets weekly with the ECT to work through the ECF materials and support the ECT in their professional development. The mentor should not be involved in assessing the ECT. |
| **Early Career Teacher (ECT)** | Replaces the term NQT from September 2021. |

## Roles and Responsibilities

### Lead Provider (UCL)

- Provision of all materials for DfE funded programme.
- Learning platform (UCLeXtend) and technical support.
- Strategic governance.
- Quality Assurance processes.
- Reporting to DfE, Ofsted and designated external agencies.
- Provision of Mentor and facilitator professional development.

### Delivery Partner (TSH Berkshire)

- Recruitment, deployment and ongoing QA of facilitators.
- Recruitment of schools with ECTs.
- Data collection.
- Quality Assurance (including external agency requirements).
- Contribution to operational and strategic development of ECF provision.
- Reporting to Lead Provider.

### School

- Registration of ECTs and mentors on DfE online system.
- Registration of ECTs with an Appropriate Body
- Allocation of Induction Tutor and mentor.
- Implementation and monitoring of ECF programme.
- Communication with Delivery Partner and Lead Provider as necessary.

## Appropriate Body and ECF Delivery Partner

The Appropriate Body and ECF delivery partner have two distinct roles, each focussing on one element of the induction process:

| Statutory Induction Process | ECF |
|---|---|
| • Overseen by Appropriate Body e.g.TSH Berkshire/LA<br>• Assessed against the Teachers' Standards<br>• Formal lesson observations<br>• Progress reviews and end of year reports, usually written by induction tutor<br>• ECTs have to pass<br>• Documentation and resources provided by Appropriate Body | • Overseen by ECF delivery partner – TSH Berkshire<br>• No assessment – ECF is **not** an assessment framework<br>• Developmental lesson observations – do not form part of assessment<br>• Supportive, developmental<br>• No formal reporting<br>• Resources on UCL Extend |

# TSH Berkshire Delivery Structure

TSH Berkshire has a devolved model of delivery, to build on existing expertise and partnerships across the hub area.

Across the hub area, we have established **Local Area Coordinators** who organise the practicalities of the sessions (cluster groupings, schedule of sessions etc) and act as the first point of contact for schools and participants.  They also act as a conduit for information between UCL/TSH Berkshire and schools.
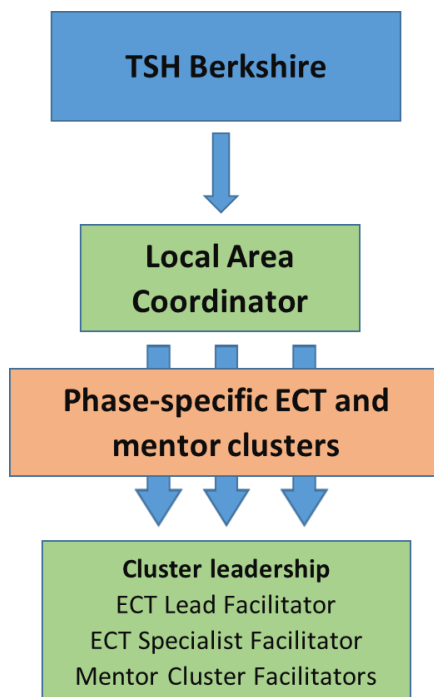


**Local Area Coordinators for 2023-24 are as follows:**

| Area | Name | School | email |
|---|---|---|---|
| Slough | Stacy Mason | Langley Grammar | StacyMason@lgs.slough.sch.uk |
| RBWM | Aoife Noctor Louise Roberts (from Oct 2023) | Windsor Girls | dohea001@windsorgirls.net pearl001@windsorgirls.net |
| Reading/Wokingham (secondary) | Rob Buck | Maiden Erlegh | r.buck@maidenerleghtrust.org |
| Reading/Wokingham (primary) | Alex Powley | The Keys Academy Trust | DL@keysacademytrust.org |
| West Berkshire (primary) | Karen McDowell | The Downs School | KMcDowell@thedownsschool.org |
| West Berkshire (secondary) | Kathy Hersh | St Bartholomew's School | Khersh@stbarts.co.uk |
| S7 Sixth Form Colleges Group | Sharon Kemp Anna Loveday | S7 | Contact Sharon Kemp in first instance: Officer@s7colleges.com |

# ECF Programme Structure 2023-24

## Year 1

| What | When | Delivery mode | Duration |
|---|---|---|---|
| ECT Induction Conference (UCL/TSH Berkshire) | Thurs 14th Sept 16:00 -17:30 | Online | 90 minutes |
| Mentor Induction Conference (UCL/TSH Berkshire) | Choice of f2f either 18th Sept at Langley Grammar School or 21st Sept at St Bartholomew's – both sessions 14:00-17:00. Or online 28th Sept 16:00-17:30 + 90 mins pre and post session activities. | | |
| ECT training session | Start of each half term | F2F | 90 minutes (with optional 30 min Q and A at end) |
| ECT online learning community (OLC) | End of each half term | online | 60 minutes |
| ECT self-study | Each half term | Online reading and reflection materials | 4 hours in half terms 1-5, 2 hours in half term 6 |
| Mentor online learning community (OLC) | One session in each of spring and summer terms | online | 60 minutes |
| Mentor self-study | Each half term | Online reading and reflection materials | 2 hours per half term |
| Mentor/ECT meeting | Weekly | F2F | Typically 60 minutes |

## Year 2

| What | When | Delivery mode | Duration |
|---|---|---|---|
| ECT Induction Conference (UCL/TSH Berkshire) | Tues 19th Sept 16:00 -17:30 | Online | 90 minutes |
| Mentor Induction Conference (UCL/TSH Berkshire) | Choice of f2f either 11th July at St Bartholomew's (09:00-12:00) or 13th July at LGS (13:30 – 16:30) Or online 26th Sept 16:00-17:30 + 90 mins pre and post session activities. | | |
| ECT training session | Start of each half term in HT 1-4 | f2f | 90 minutes (with optional 30 min Q and A at end) |
| ECT self-study | Each half term | Online reading and reflection materials | 1 hour in half terms 1-5 |
| ECT Schools visits | Summer term (half term 6) | | 2 hours per visit |
| Mentor online learning community (OLC) | One session in each of spring and summer terms | online | 60 minutes |
| Mentor self-study | Each half term | Online reading and reflection materials | 2 hours per half term |
| Mentor/ECT meeting | Fortnightly | f2f | Typically 60 minutes |

In **year 2** of the programme there are **no ECT training sessions in the summer term**.

ECT clusters will be grouped by **phase and local area**. Mentors will be grouped **geographically by phase.**

The ECT training sessions should normally consist of a **90 minute compulsory session**, and facilitators should be available for an optional 30 minutes at the end for any specific questions from ECTs. This is to comply with DfE and UCL guidelines about the total number of hours of ECT training that programmes should adhere to. Occasionally it may be necessary to use the full 2 hours for training, depending on the content.

**ECT training sessions** are designed to cover essential parts of the ECF – these tend to be content-driven sessions. **The Online Learning Community sessions**, for both ECTs and mentors, tend to be more exploratory and discussion-based.

Local Area Coordinators will put together the programme schedule and agree dates and times of sessions. Sessions usually run as twilights.

**Please contact your Local Area Coordinator for details of dates and times of sessions.**

## Accessing Materials

All materials are accessed via **Extend, UCL's VLE platform**. Induction tutors, mentors and ECTs will have log in details for the site, and need to access it regularly so that engagement through the programme can be tracked, to meet the DfE's criteria.

Mentors and ECTs can access the self study materials and materials for the weekly mentor meetings.

For September 2023 starters, see the UCL Guide see here.

# Registering for TSH Berkshire's Early Career Programme, in partnership with UCL.

The DfE's online service for registering participants for the academic year 2023-24 went live on **July 3rd,** and you can register ECTs and mentors from that date.

**For returning schools (i.e those who have been on the programme in previous years).**

1. Log onto the DfE's online service here:
   https://manage-training-for-early-career-teachers.education.gov.uk/
2. To register an ECT or mentor you will need the following information
   a. Name
   b. Email
   c. Induction start date (for ECTs)
   d. Teacher Reference Number (TRN)
   e. Date of Birth (DoB)

If your ECT does not have a school email yet, you can use a personal email and update it later. **Please try to avoid using their university email as these will usually become inactive over the summer and this can cause problems in September.**

If you don't know the TRN and DoB for your ECTs and mentors, you can still register them, and the DfE will contact them directly to find this out. **However, it is much easier if induction tutors include this detail at the point of registration.**

**For new schools who have not previously worked with TSH Berkshire:**

1. If you have not used the DfE online service before, you will need to **nominate an induction tutor** before you begin the process. You can do this via this link:
   https://manage-training-for-early-career-teachers.education.gov.uk/nominations/resend-email
2. Once you have nominated an induction tutor, they will be sent an individual link. When the induction tutor clicks on this link, they can then choose the option **"use a training provider funded by the DfE"** to indicate that you intend to follow the full induction programme. At this stage it is not possible to select the name of the provider you wish to work with.
3. UCL then require confirmation that you intend to work with them for the delivery of the ECF programme. **Please complete this short form** with the necessary information which we will pass on to UCL:
   https://forms.office.com/r/Q7LEgLu06G
4. The DfE platform will then be updated to show you have selected UCL as your provider and **you can then add details of mentors and ECTs** as per the instructions above.

**Registration with an Appropriate Body (AB)**

**All ECTs will need to also be registered with an Appropriate Body**. This still has to be done as a separate process by schools – the information does not feed through automatically from TSH Berkshire/UCL. **If you would like to use TSH Berkshire as your AB, please contact us.**

# DfE Support and Guidance

There is a **DfE helpline email** for schools, if you have individual queries about the process:
continuing-professional-development@digital.education.gov.uk

Please include your school URN if you contact them.

There is also updated **guidance on the Gov.uk website**:

Step-by-step guide / checklist for setting up the training programme:
https://manage-training-for-early-career-teachers.education.gov.uk/how-to-set-up-your-programme

Funding and Eligibility for ECF based training (new)
https://www.gov.uk/guidance/funding-and-eligibility-for-ecf-based-training

Guidance for Schools/School induction tutors: ECF based training (new)
https://www.gov.uk/guidance/guidance-for-schools-how-to-manage-ecf-based-training

Changes to statutory induction for early career teachers (updated)
https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects

How the Early Career Framework supports induction (new)
https://www.gov.uk/guidance/how-the-early-career-framework-ecf-supports-induction

Induction, training and support for early career teachers (new)
https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects

Guidance for Early Career Teachers: ECF based training (new)
https://www.gov.uk/guidance/guidance-for-early-career-teachers-ects-ecf-based-training

Guidance for mentors: how to support ECF-based training (new)
https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training

# Working with the UCL ECF Programme

The materials produced by Lead Providers have all had to be approved by the DfE, and the number of hours of self-study and training sessions were all set centrally by the DfE.

Lead Providers have to **track engagement** in the programme – this is a DfE requirement and funding is dependent on evidence of ongoing engagement. There are 3 ways that UCL track this:

- **Attendance** at live training sessions.
- **Watching a recording** of a training session via Extend.
- Clicking on the **self-study materials on Extend** – ECTs and mentors can either download these, read through them online or listen to a sound file.

UCL do encourage schools to **contextualise** the programme for their ECTs, and there is some **flexibility** to focus on areas of development for individual ECTs.

## Mentor Meetings

Although it is encouraged that Mentors of an ECT employed on a full-time basis will use each of the weekly mentor meeting sessions on Extend, in reality we know that this is not the case, and is often not practical. There will be times when the ECT needs to discuss an issue that has arisen that week, sometimes meetings will be missed due to absence, or the material may not be so relevant, as it covers an area of strength for the ECT.

Mentors and ECTs should **use the Module Audit at the start of each module, to identify the ECT's strengths and areas for development in that module**, and then focus on the areas for development. This may mean that **not all the meeting materials are covered – which is totally acceptable.**

Mentors have the freedom to **contextualise the materials** for their ECT, for example, mentors are encouraged to **change scenarios or examples if those provided are not relevant to their setting**. It may be more helpful to complete alternative activities/discussions to those offered whilst maintaining fidelity to the content for that week. This is well within the spirit of the programme.

**There is no need to keep formal records of mentor meetings, and no need to upload any evidence of having completed tasks to UCL Extend**. Mentors and ECTs may want to use the **Progress Tracker and Learning Log** document to review progress and record key points from each meeting, but this is **optional.**

## ECT Self-study

As with the mentor meetings, the intention of the programme is that 100% of ECT Self-study sessions are completed and the 'ECT time' remission in timetabling should be used for this purpose. However, we recognise that **some of the self-study elements will be more relevant for some ECTs and less so for others**; it is understood that there may be **crunch-points** in the term when workload for an individual becomes particularly challenging and it may not be possible to fully commit to the ECT self-study sessions and gain maximum benefit. Equally, an ECT may find that the content for one particular week sparks an interest that they wish to follow up in more detail in lieu of completing the session for the following week.

Materials can either be **downloaded from Extend**, or ECTs can **read the materials online**, or **listen to a recording** of the material.

There is an **optional** comment box within each ECT Self-study session to summarise the learning from that session.

As with the mentor meeting, ECTs can use the progress tracker to record their thoughts and reflections from the self-study, but again, this is not compulsory.

## ECTs who are employed part-time

Part –time ECTs can approach the programme in two ways:

1. Part-time ECTs **may take longer to complete each module** due to their working pattern. IN this case the ECTs may need to watch recordings on Extend, rather than attend live sessions. When this is the case, the deadline for the End of Module Completion Form is extended to match their FTE.
2. ECTs working part-time can **follow the programme at the same rate as full-time ECTs** and attending cluster sessions live to optimise their learning experience and have the opportunity to build a professional network with other ECTs, as well as benefit from the expertise of their Facilitator/s. Where this is not possible, ECTs should view the relevant recordings available on UCL Extend.

The **Flexible Programme tab** on UCL Extend offers guidance on approaching the module content as a part-time ECT. The Flexible Programme guidance should be used to best support each ECT's development and progress.

## Mentor Self-Study

There are **mentor self-study materials** each half term, which consists of reading and reflection tasks.  This is **nominally 2 hours**, although obviously some mentors will work thorough the materials faster than others.

The mentor materials are divided into **2 sections:**

1. **Mentor development**
2. **ECF and module content**

So mentors will be able to use some of this time to look at the materials that the ECT is covering in that module.

Mentors may wish to keep their own notes and reflections from self-study, or use the UCL Learning Log and Progress tracker.  As with the ECT tracker, this is **optional** and there is no need for mentors to upload any evidence of having completed tasks.

# UCL ECF Year 1 Topics

| Module 1 (TS1 and 7).  Topics covered : |
| --- |
| Understanding teachers as role models |
| Establishing the learning environment |
| Supporting the most vulnerable children |
| Understanding pupils as learners |
| Managing behaviour |
| Exploring yourself as a role model |

| Module 2 (TS 2 and 3). Topics covered: |
| --- |
| Prior knowledge, memory and misconceptions |
| Literacy and learning |
| Consolidation of learning |
| Curriculum and subject knowledge |
| Subject knowledge and key concepts |

| Module 3 (TS 4 and 5). Topics covered: |
| --- |
| Implementing effective modelling |
| Introducing new material in steps using exposition and questioning |
| Modelling metacognitive strategies including through homework |
| Developing high quality classroom talk |
| Reviewing the learning for Standard |
| Understanding the role of key professionals in meeting the needs of all learners |
| Using grouping to support specific needs |
| Building on pupils' prior knowledge through formative assessment |
| Making new concepts accessible through targeted support |
| Meeting individual needs and balancing workload |

| Module 4 (TS6).  Topics covered: |
| --- |
| Fundamental principles of effective assessment |
| Applying good assessment practice in the classroom |
| Giving high quality feedback |
| Planning effective and manageable marking and feedback |
| Putting effective marking and feedback into practice |

| Module 5 (TS8).  Topics covered: |
| --- |
| Workload and wellbeing |
| Reflection and research in professional development |
| Engaging with parents, carers and families |
| Working effectively with colleagues |
| Revising professional development |
| Review of year 1 and planning for year 2 |

# UCL ECF Year 2 Topics

| Module 6 (TS1 and 7 building on Module 1).  Topics covered: |
| --- |
| Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively |
| Forming an evaluative inquiry question |
| Review of Module 6: report back on inquiry |

| Module 7 (TS2 and 3 building on Module 2).  Topics covered: |
| --- |
| Evaluation of evidence gathered through inquiry |
| In their focus area, what impact is the ECT having on their pupils? |
| From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? |
| Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge |
| Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge |

| Module 8 (TS4 and 5 building on Modules 3 and 4).  Topics covered: |
| --- |
| What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment? |
| From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching? |
| Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching |
| Observation and feedback to improve the quality of pedagogy and the productive use of assessment |
| What is the evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 & 6? |
| Sharing claims and using the Module Audit to plan future development |
| Inquiry progress: checking for negative consequences |
| Considering the fuller range of emergent evidence |
| The impacts upon the ECT of their inquiry |
| The impacts upon the ECT of their inquiry/Planning to present |
| Inquiry Presentation |

| Module 9 (TS8 building on module 5).  Topics covered: |
| --- |
| Managing professional development |
| Managing effective working relationships |
| Managing workload and wellbeing |
| Planning for year 3 |

# Frequently Asked Questions

## For ECTs and Mentors

### Is the ECF assessed?
No the ECF is not an assessment framework. Induction Tutors will need to do the observation and monitoring required by the Appropriate Body to assess their ECTs progress against the Teachers' Standards, but this is separate to the ECF programme.

### Are ECTs still required to complete formal lesson observations to demonstrate the extent to which they are meeting the teacher standards?
Observations do form a part of the ECF programme but this is always developmental and should not be the same as a formal observation that is used for assessment against the Teachers' Standards. Observations that are part of the ECF programme are usually done by the mentor and there is no formal paperwork associated with them.  The induction tutor will usually carry out formal observations with written feedback as directed by the school or Appropriate Body.

### How much time should mentors be allocated on their timetable for this role? Is one hour a week enough to do this successfully?
The UCL ECF programme has been written so that mentors can complete their sessions with their mentees within the hour. UCL have allocated 50 minutes for most of the mentor meetings, thus allowing a further 10 minutes per week for mentors to prepare themselves (for example, by reading the Research and Practice Summaries.) Mentors are free to distribute their allocated time across a week, where that assists their mentee's development.

However mentors also have to complete 2 hours of self-study each half term and many feel that they need more time to prepare for the mentor meetings, so one hour a week would be a minimum requirement.

### Should mentor meetings be timetabled into mentor's timetable or is this to be done before or after school?
The Statutory Induction Guidance says that *"ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time (see para 2.44)."*

### Is there funding for mentor time?
It is understood that a Mentor will spend an hour a week with their ECT in Year 1, which is what happened prior to ECF. The DfE are funding time off timetable for mentoring in year 2.  For more detailed information about funding see the DfE website here.

### Does an ECT have to have the same mentor for the two years of the programme?
It is up to individual schools to allocate mentors to ECTs. We believe there are advantages to keeping the same mentor for two years, but schools may have good reasons for thinking otherwise.  Mentors may change schools, or change role within school which means they no longer have the capacity to mentor into the second year of the programme.

**Does a mentor have to do the training again if they mentor for a second time?**
No.

**Can a mentor mentor an ECT in year 1 and year 2 of the programme simultaneously?**
Yes it is fine for a mentor to mentor a year 1 and a year ECT at the same time, providing that they feel they have the capacity. The two years of the programme are distinctly different so the mentor would have to have individual mentor meeting with each ECT.

**Will it be possible to group ECTs for some of their mentor sessions?**
The government funds a school on the basis of one mentor per ECT but schools can allocate more ECTs to the same mentor. In that case some meetings may be held together, but there will be times when the mentor needs to meet each ECT individually. School Induction Tutors may decide, in some weeks, to assemble all their ECTs together for a session, freeing up time for mentors. UCL discuss ideas for this in their handbook.

**What happens if an ECT is struggling to keep up with the programme?**
In the first instance, the mentor should be in dialogue with the ECT, the Induction Tutor and the head-teacher. Where the ECT is struggling with induction as well as ECF the mentor should operate in liaison with the Induction Tutor. Amendments and support should be discussed with the Delivery Partner facilitator and ECF lead. The UCL ECF approach provides Flexible Programme option for ECTs that are struggling to keep up, either because of difficulties in meeting the expectations of induction under Statutory Guidance or because of features such as a part-time contract.

**Extend is difficult to navigate and materials are hard to find.**
There are guides and videos on UCL Extend and TSH Berkshire has produced a guide for participants with screen shots and a reminder of where to find materials. If you need help or would like to arrange a teams/zoom meeting to have a demonstration/walkthrough please contact Sue Watson, TSH Operations Manager on susanwatson@lgs.slough.sch.uk.

**How do I use Extend – it isn't clear what I should be using it for?**
Extend is mainly a resource area. This is where the mentor meeting resources and the self study materials etc can be found. You also need to complete the end of module completion forms on the platform. And that is all.
If you miss a training session or online learning community, you need to watch a recording via Extend. You need to do this individually from your own Extend account, as UCL use that to track attendance.

**What evidence to I need to upload to Extend? How do I evidence my progress against the teacher standards? Where do I upload weekly tasks?**
The short answer is that you don't need to upload anything to Extend. You don't need to upload any records of mentor meetings. UCL don't require any evidence of meeting the teacher standards – the ECF is not an assessment framework. Your Appropriate Body should advise you about the evidence gathering side of the process – that is nothing to do with UCL.

**What is the role of the learning log/progress tracker? - Is it assessed or is it a private reflective journal? Does it have to be kept online or will our written notes suffice? Do I need to upload it anywhere?**
The learning log is a private, reflective journal – but it is optional. You can keep it however you like. Hand written notes are fine, or you can keep it electronically. It is not assessed and you don't need

to upload it anywhere.  If you don't want to use it you don't have to – some ECTs and mentors prefer to keep a record of their learning in a different way, using their own systems.

**It would be useful to have templates for meetings and observations that then can be saved for evidence.**

As above, you don't need a formal record of meetings or observation for the ECF as there is no need to collect evidence of completing tasks for the ECF.  Your school or Appropriate Body may have templates or pro forma for you to use for formal observations (which are not part of the ECF).

**It is not clear what should be happening each week.  Could there be an email at the start of term with a reminder?**

The module summary guide for each module outlines what should be happening each week.  You can download this from Extend in the "Module Guidance" section.

There is also a notice on Extend each week of what should be happening that week:

The hub also sends out a bulletin at the start of each half term with key dates and actions.
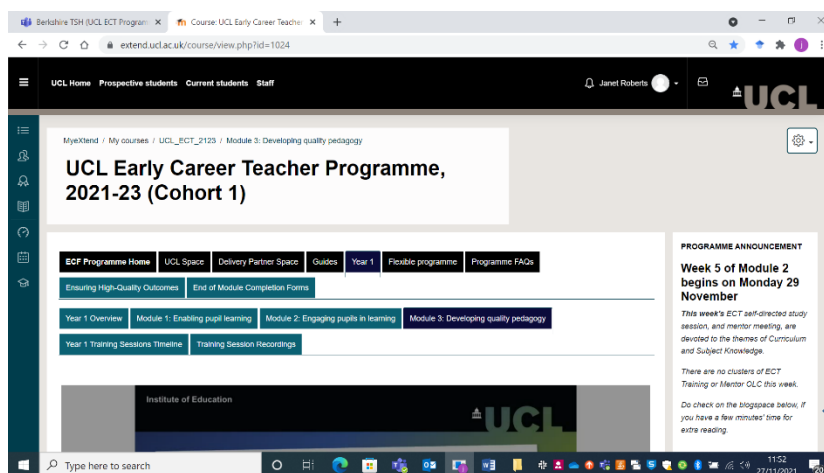


**The materials and scenarios don't relate to my setting.**

Obviously, the programme as a whole has to be applicable to all phases and settings.  So there may be cases when scenarios or examples are from a different setting to the one you are working in.  In that case, try to think what that scenario might look like in your own setting.  Mentors should feel free to change the scenarios in the mentor meeting materials, to make them more relevant and facilitators have also been asked to be aware of this when delivering the training sessions, and to change the scenarios accordingly.  UCL have created specific ECT self study materials for special school settings and are working on materials for early years.

**ECTs would rather have the training sessions during the day**

We have discussed this with schools – the issue is getting ECTs out of school, especially if there are several ECTs in one school.  Headteachers have told us it would be difficult to release ECTs during the day.

**Materials feel like a repetition of what was covered in the training year**

The Early Career Framework is virtually identical to the Core Content Framework, which ITE providers have to follow.  Obviously ECTs' experiences of their training year differ widely, especially over the past couple of years, so not everyone will feel this way.  We have made facilitators aware of this, and asked them to take it into account when planning sessions.  ECTs and mentors should also feel they can move away from the prescribed discussions in their mentor meetings, if they feel that they have already covered that.  Use the module audit to identify areas of the module that the

ECT would like to work on, and focus your time on that. Even if you do feel that you have covered the topic before, what new experience can you bring to it now?

**There is too much content to get through in the time available.**
Don't worry if you don't manage to get through every aspect of the programme in great detail. You need to attend the training session and try to keep up with the self-study, but if you leave some out, or you don't manage to do every activity in the mentor meetings it doesn't matter. **If you miss a mentor meeting for any reason (illness, trip, etc) don't feel you need to go back and catch up**. Use the module audit to focus on the areas you do need to spend time on.

**The content of the mentor meetings is too prescriptive. What happens if we need to discuss another issue that has arisen?**
We know that there will be times when ECTs and mentors need to discuss something urgently that has arisen in the course of the week. This is fine and if some of the mentor meeting topics don't get covered, or are covered in less detail, that is OK. As long as you are doing the majority of the sessions, it is fine. You can also use the materials in a different order, if you really wanted to.

**We'd like more notice of observations**
There are not many occasions when the mentor is asked to do a developmental observation. In year 1 these are module 1 week 7 and module 3 around week 9/10. The summary guide at the start of the module, outlines what you are expected to do in the course of the module.
These observations by your mentor should be separate to any formal observations which your induction tutor might do as part of your assessment against the Teacher Standards. The ECF is not an assessment framework and mentors should not be carrying out observations which are part of the assessment.

**We'd like to do more lesson observations**
You can do as many additional, developmental lesson observations as you like.

**The practitioner inquiry in year 2 adds to workload and is not as valuable as other forms of CPD.**
**Keep the scale of the inquiry small**. For an exploratory inquiry, ECTs should only be focusing on steps one and two of the inquiry cycle (ask and investigate). **They only need to report back to their mentor on their findings.** They do not need to complete any evaluation until they do the longer evaluative inquiry.
Use 'naturally occurring data' that can be collected within a lesson or series of lessons
Focus on something that the ECT will need to address regardless, as part of their day-to-day practice.

**Some ECTs were unsure as to what evidence they needed to provide for their practitioner enquiry.**
For Module 6 &7, the *'final product'* is the structured dialogue ECTs have with their mentors, answering the questions below. **There is no obligation to submit anything in writing.**
For the longer inquiry in Module 8, ECTs should be encouraged to share their findings more widely through a poster, blog, or presentation but this is up to schools and is not compulsory. Nor is it assessed.

## For induction tutors:

### What do I do if the ECT leaves part way through the programme?

We have a Microsoft form which schools should use to tell us of any changes to participants: https://forms.office.com/e/TKm80JkNAw

Please use this to tell us if an ECT leaves, finishes induction early, goes on maternity leave or long term sick leave, or is returning from mat leave or other long term absence.

Please also inform your local area coordinator. We will complete the relevant forms for UCL, depending on the situation. You will also need to tell your Appropriate Body, making sure that you complete any paperwork they require you to do before the ECT leaves.

### What do schools do if an ECT joins part way through the programme?

ECTs can join the programme in September, January and April. Any ECTs who join at other times of the year (for example after the half term in October and February) must wait until the start of the next term to join the ECF programme. You can register them with an Appropriate Body as soon as they begin induction with you and the AB will advise what you should do until the ECF programme commences. You will need to register any new ECTs (and mentors) on the DfE's online portal.

ECTs starting partway through the programme will join in with an existing cluster. So for example ECTs starting in January will begin on module 3 and those starting after Easter will begin at module 4. They do not need to go back and "catch up" modules done earlier in the year – they will come round to those modules later in the programme.

You will also need to register the mentor on the DfE online service.

Please email Sue Watson with the details of the new ECT and mentor, copying in the local area coordinator.

### What if the new ECT joining has previously started the ECF with a different lead provider?

The DfE's preference is for ECTs to continue with the programme of the provider they began with. So for example, if an ECT joins you at Easter and they had previously worked with a different hub using the Teach First programme, ideally they should continue with that programme. However, in practice, it is unlikely that schools will want to operate two different programmes at the same time, so you can indicate on the DfE online service that you want the ECT to join the UCL programme. The DfE pass the ECT's details onto UCL who will register them on the programme and create an Extend log in for them.

Because lead providers may cover the ECF content in a different order, the mentor should look at the module audits with the new ECT as they may need to go back to previous UCL modules if those areas have not yet been covered. For example, an ECT joining after Easter in year 1 will start on module 4 of UCL's programme, which is assessment. But if they have already covered assessment in their previous programme, it may be more useful for them to look at one of UCL's earlier modules, which they haven't covered. In this case, mentors and ECTs might need to look at the "flexible programme" resources on Extend to fill in any gaps.

### I've seen a tab called "flexible programme" on Extend. What is this and when can I use it?

Sometimes an ECT and mentor will need a more flexible approach. This may be because they commenced induction part way through the year, or they were enrolled onto this platform too late to make full use of the module, or they are working part-time and so cannot commit to the full standard programme. The flexible programme comprises reduced module content, recordings of all training events and also includes some additional resources collected during the pilot phase of the ECF.

## What do I do if a mentor changes part way through the programme?

If the mentor changes partway through the year, please use our Microsoft form to let us know of the changes:

https://forms.office.com/e/TKm80JkNAw

You will also need to register the new mentor on the DfE online system and link them to their ECT.

## We have a part time ECT – what do they do?

Depending how part time your ECT is, they can either choose to try to keep up with the main cohort, or spread their learning over a longer period of time. For example, an ECT who is 0.8 might choose to attend all the sessions with the main cluster, and keep up with the main programme. An ECT who is 0.5 might choose to spread a module over a whole term, rather than half a term. In this case they may not be able to attend live sessions with the cluster, but should watch the recordings of training sessions on UCL extend. Part time ECTs could also use the flexible programme materials, which have reduced content for each module. Please let your local area coordinator know if you have a part time ECT and how they plan to work through the programme.

You may also want to talk to your Appropriate Body about the length of the induction period for your part time ECTs. Technically, part time ECTs should have a longer induction period, as they should do a length of time equivalent to 2 full years, but Appropriate Bodies can agree a reduced period with the school and the ECT. That is up to the Appropriate Body, and not related to the ECF.

## I have agreed a reduced induction period for an ECT. What do they do?

In some cases you will have ECTs who have agreed a reduced induction period with the Appropriate Body. Therefore they may only be doing one or two terms induction. The mentor and ECT should look at the module audits and this should help the Mentor and Induction tutor decide which modules are the most relevant for the ECTs. This may mean that in some cases they may do different modules to the main cohort. In this case they should watch recordings of the relevant training sessions on Extend.

## What do I do if my ECT or mentors can't attend a training session?

Local Area Coordinators aim to send the training schedule out in early July. Please check this against any school dates and let the local area coordinator know as soon as possible if there are any unavoidable clashes, such as Parent's Evenings. Where possible, the Local Area Coordinator will try to find a different local cluster for ECTs and mentors to join, in line with UCL's policy. In the event that there is no suitable alternative live session for ECTs or mentors to join, they should watch a recording on UCL Extend. ECTs and mentors should also inform the facilitator if they are unable to attend, as a courtesy.

## Are ECTs with QTLS eligible for the programme?

ECTs have to have QTS to be eligible for the funded ECF programme. ECTs with QTLS are not eligible.

## January/April Starters

| | January 2022 starters | April 2022 starters | January 2023 starters | April 2023 starters | January 2024 starters | April 2024 starters |
|---|---|---|---|---|---|---|
| Spring 2023 HT1 | Module 3 | | | | | |
| Spring 2023 HT2 | Module 3 | | | | | |
| Summer 2023 HT1 | Module 4 | Module 4 | | | | |
| Summer 2023 HT2 | Module 5 | Module 5 | | | | |
| Autumn 2023 HT1 | Module 6 | Module 6 | | | | |
| Autumn 2023 HT2 | Module 7 | Module 7 | | | | |
| Spring 2023 HT1 | Module 8 | Module 8 | Module 3 | | | |
| Spring 2023 HT2 | Module 8 | Module 8 | Module 3 | | | |
| Summer 2023 HT1 | Module 8 | Module 8 | Module 4 | Module 4 | | |
| Summer 2023 HT2 | Module 9 | Module 9 | Module 5 | Module 5 | | |
| Autumn 2023 HT1 | Module 1 | Module 1 | Module 6 | Module 1 | | |
| Autumn 2023 HT2 | Module 2 | Module 2 | Module 7 | Module 2 | | |
| Spring 2024 HT1 | | Module 3 | Module 8 | Module 3 | Module 3 | |
| Spring 2024 HT2 | | Module 3 | Module 8 | Module 3 | Module 3 | |
| Summer 2024 HT1 | | | Module 8 | Module 9 | Module 4 | Module 9 |
| Summer 2024 HT2 | | | Module 9 | School visits | Module 5 | School visits |
| Autumn 2024 HT1 | | | Module 1 | Module 6 | Module 6 | Module 1 |
| Autumn 2024 HT2 | | | Module 2 | Module 7 | Module 7 | Module 2 |
| Spring 2025 HT1 | | | | Module 8 | Module 8 | Module 3 |
| Spring 2025 HT2 | | | | Module 8 | Module 8 | Module 3 |
| Summer 2025 HT1 | | | | | Module 8 | Module 4 |
| Summer 2025 HT2 | | | | | Module 9 | Module 5 |
| Autumn 2025 HT1 | | | | | Module 1 | Module 6 |
| Autumn 2025 HT2 | | | | | Module 2 | Module 7 |
| Spring 2026 HT1 | | | | | | Module 8 |
| Spring 2026 HT2 | | | | | | Module 8 |

Cohort 1 started academic year 2021-22
Cohort 2 started academic year 2022-23
Cohort 3 starting academic year 2023-24
Cohort 4 starting academic year 2024-25

## Contact us:

| Who | Details | What |
|-----|---------|------|
| **Janet Roberts**<br>**Teaching School Hub Director**<br>**TSH Berkshire** | Langley Grammar School Reddington Drive, Langley, Berkshire SL3 7QS 01753 598300 ex 8368 janetroberts@lgs.slough.sch.uk | General queries about the programme. |
| **Sue Watson**<br>**Operations Manager, TSH Berkshire** | Langley Grammar School Reddington Drive, Langley, Berkshire SL3 7QS 01753 598300 ex 8350 susanwatson@lgs.slough.sch.uk | Administrative queries, including registration, new starters and leavers and Extend queries. |
| **Local Area Coordinator** | See table on page 5 | Operational queries about local programmes, including dates and times of sessions, absences etc. |