

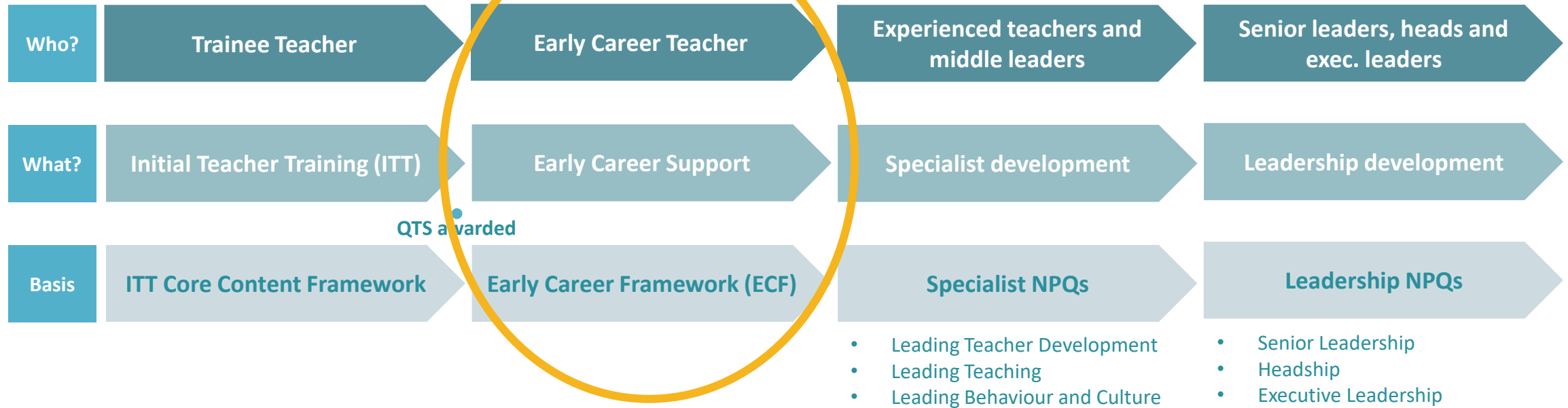
LGA webinar Thursday 29 April 2021

ECF reforms

Early Career Framework (ECF)

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 reforms: what's changing?




from September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements. [Early career framework reforms - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/news/early-career-framework-reforms)

	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	Marked against Teacher Standards Three formal assessment points	Marked 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










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)  PROVIDER	Deliver my induction programme in my own school using high quality materials and resources , accredited by the DfE (Core Induction Programme)  IN SCHOOL	Design my own two year induction programme based on the Early Career Framework  IN SCHOOL
	<ul style="list-style-type: none"> ✓ 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.	<ul style="list-style-type: none"> ✓ 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	<ul style="list-style-type: none"> ✓ Time off timetable funded for early career teachers and mentors in the second year of induction✓ Content defined in the Early Career Framework














DfE Online Service: Overview

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 
--------------	---	---	--

What a school can do **within** the online service:

- | | | |
|--|---|--|
| <ul style="list-style-type: none">  Nominate your school's induction tutor.  Select your school's delivery route. | <ul style="list-style-type: none">  Nominate your school's induction tutor.  Select your school's delivery route. | <ul style="list-style-type: none">  <i>The online service is only designed to support schools opting to use the funded-provider training or delivering the accredited materials. If you are undertaking to design and deliver your own ECF-based training materials, you should not access the online service.</i> |
| <ul style="list-style-type: none">  When known, add ECT and mentor details.  The online service will direct ECTs and mentors to your school's lead provider/delivery partner. | <ul style="list-style-type: none">  When known, add ECT and mentor details.  The online service will allow ECTs and mentors to access your chosen accredited materials. | |

What a school needs to do **outside** the online service:

- | | | |
|--|--|---|
| <ul style="list-style-type: none">  Explore which lead providers are available in your area and confirm <u>directly with them</u> or their delivery partners if you wish to work with them. | <ul style="list-style-type: none">  Explore the accredited ECF materials on GOV.UK. | <ul style="list-style-type: none">  <i>Design training materials based on the ECF</i> |
| <ul style="list-style-type: none">  Select an appropriate body to register ECTs with Teaching Regulation Agency (TRA). | <ul style="list-style-type: none">  Decide which set of materials to use.  Plan how you will deliver the materials.  Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA) | <ul style="list-style-type: none">  <i>Plan how you will deliver the materials</i>  Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA) |
| <ul style="list-style-type: none">  Work with your AB to facilitate your ECTs' induction in line with statutory guidance. | <ul style="list-style-type: none">  Be prepared to demonstrate to your AB how you plan to deliver the ECF materials.  Work with your AB to facilitate your ECTs' induction in line with statutory guidance. | <ul style="list-style-type: none">  <i>Be prepared to demonstrate to your chosen AB how you plan to deliver the materials <u>and</u> how your materials are faithful to the ECF</i> |

-  From now
-  June-August
-  From September

If your school does not expect to have any ECTs in the 2021-22 academic year, you do not need to register with the online service. Instead, familiarise yourself with the revised statutory guidance for induction and ensure your school's policy is up to date for future ECTs

Early Career Framework reforms: provider-led induction (known as Full Induction Programme)



State funded schools can choose to use a DfE funded provider who will design and deliver a programme of face to face and online early career teacher and mentor training. DfE recently ran a procurement exercise to ensure the training provision delivered by these providers is of a very high-quality. Six providers were awarded contracts as lead providers. They have built delivery chains with delivery partners including teaching school hubs. Lead providers will be held to account for the quality of their training through regular quality assurance by Ofsted so schools can be assured that this training will remain high quality. If a school chooses to take this route the role of the Appropriate Body, as now, will be to check that ECTs are receiving their statutory entitlements, and make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

Provider programme to include:



✓ 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

Funding will be paid directly to the provider by the DfE- schools will not have any burdens in terms of payment.

Lead providers are contracted to deliver 36 hours of mentor training across the two year programme. Training for mentors will be blended.

Backfill mentor training payments will be made for schools participating in a provider programme. This funding will pay for the mentor time-off timetable for 36 hours over two years for the mentors to attend their mentor training courses.

Early Career Framework reforms: Funding Summary

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.

Communication Timeline: Early Career Framework

Ministerial letter to all schools to set out teacher development reforms

Specific call to action:
School leaders to sign up for the Full Induction Programme (FIP)
School leaders to register for the DfE online service

Targeted campaign to promote the Full Induction Programme:
This will include case study videos and content in trade media and social media platforms

Specific call to action:
School leaders to sign up for the Full Induction Programme



Statutory induction for new teachers is changing.
Find out more about the support available to schools through the Early Career Framework reforms.

Department for Education

Teaching

Statutory induction for new teachers is changing.
Find out more about the support available to schools through the Early Career Framework reforms.

Department for Education

Teaching

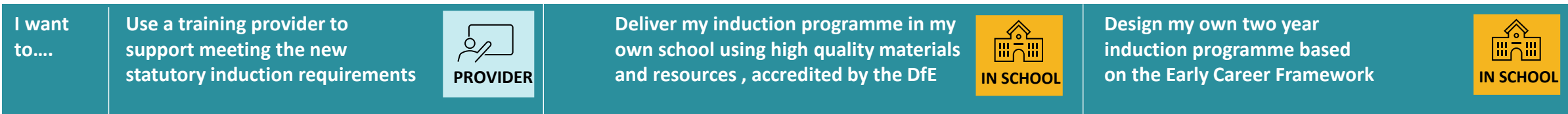
Statutory induction for new teachers is changing.
Find out more about the Early Career Framework reforms.

Department for Education

Teaching

There is now a clear focus. There's always something to talk about because you have the framework to follow,

Early Career Framework reforms: actions for schools



Do now:

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

Ahead of September 2021:

- Ensure you have an Appropriate Body in place
- 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

Appropriate Body reforms from Sept 2021

DfE update

April 2021



What is changing for appropriate bodies?

Several current roles will continue, adapted to the 2-year induction, so ABs will still:

- compliance check ECTs receive statutory entitlements (E.g. time off timetable)
- play a key supervision role (supervising both ECTs and Headteachers) in the quality assurance of induction and provide support to ECTs
- Verify a headteachers/principals' recommendation that an ECT has passed induction

From Sep 2021, when new induction regulations take effect, ABs will also:

- check that all ECTs are receiving an ECF based induction through ECF fidelity checking where required
- check new entitlements i.e. whether the ECT they support has access to a separate mentor

LAs will continue to operate as appropriate bodies

Teaching Schools can no longer operate as appropriate bodies. Teaching School Hubs will be expected to offer AB services to ensure capacity.

It remains the decision of the head teacher to choose their appropriate body, including those transferring from Teaching Schools.

Early Career Framework reforms: role of the Appropriate Body



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

ABs do **not** need to provide ECF fidelity-checking for an ECT on a provider-led programme, (since lead providers will be subject to a separate 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.

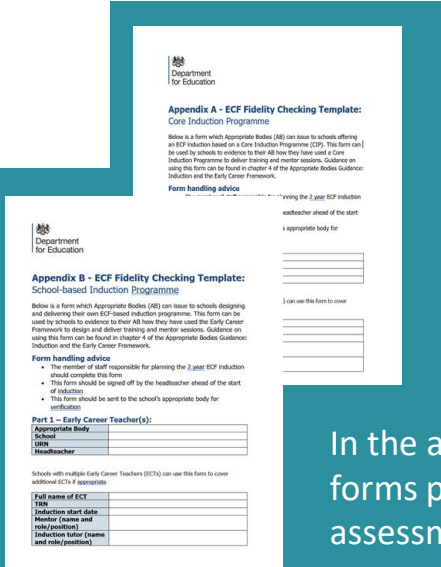
✓ Checking new teachers receive statutory entitlements, are fairly and consistently assessed

✓ 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.

Guidance for appropriate bodies:
<https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

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.



Current issues and queries

You have told us:

There is no guide on what to charge

It is unclear what criteria we should use for fidelity checking

Some LAs would like access to training on fidelity checking

The timescale is challenging

In response:

- See section 3.5 of AB guidance. Regulations on charging are not changing – ABs still have flexibility to charge according to their operating model provided charges do not exceed costs.
- See page 25 of AB guidance which provides outline of ‘what to look for when verifying’ and ‘what might raise a cause for concern’. The ECF and CIPs provide more specific details of content to check.
- We welcome views on what type of additional support or training would be most useful to LA ABs, e.g. more detailed info on individual CIPs, discussion sessions with DfE etc
- We recognise the particular challenges of implementing reforms this September. The AB guidance, Chapter 4, Step 2 of fidelity checking (page 23-24) explains flexibilities for spreading or phasing the planning and checking process where required.