



Northumberland
County Council

PROVISION FOR ~~NEWLY QUALIFIED TEACHERS~~ **EARLY CAREER TEACHERS** FROM SEPTEMBER 2021

(based on information from DfE, Chartered College and LGA)

April 2021

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www.northumberland.gov.uk

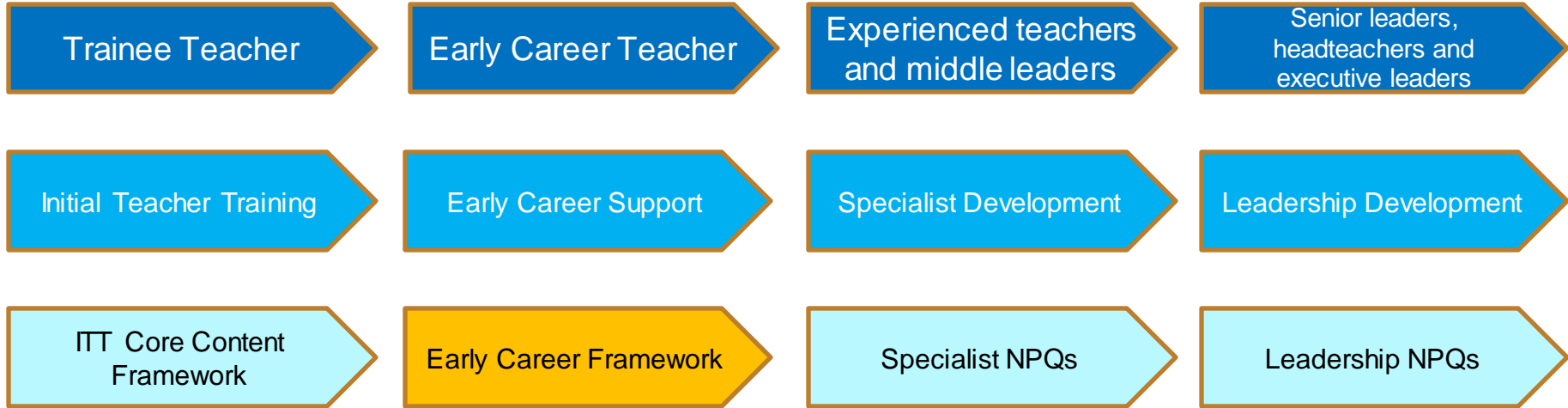
Why?

- Over 20% of new teachers leave the profession within their first 2 years of teaching, and 33% leave within their first 5 years, according to the DfE.
- 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.

Summary

- NQTs are renamed ECTs (Early Career Teachers)
- Induction moves from a one year to a two year programme
- The two year induction is underpinned by the ECF (Early Career Framework)
- The ECF is a programme of professional development approved by the DfE
- There are 6 DfE-approved providers of the ECF (although you can simply use the materials)
- ECTs are still judged by the Teacher Standards throughout induction
- The roles of the mentor and induction tutor have been defined. They should be different people wherever possible
- **The AB (Appropriate Body) role remains – it is still a requirement to sign up to an AB**

Where does this fit in?



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.

The changes

	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
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 (year one still funded via core school budget)
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 NQTs receive statutory entitlements and are fairly and consistently assessed	Checking ECTs receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF

The Induction Tutor

The Mentor

Provide regular monitoring, support and co-ordination of assessment

Provide very regular instructional coaching in year 1

Hold QTS and have the necessary skills and knowledge to work successfully in this role

Hold QTS and have the necessary skills and knowledge to work successfully in this role

Be able to assess the ECT's progress against the Teachers' Standards

Be able to discuss the ECT's progress against the Teachers' Standards

Register on the DfE platform and with the Appropriate Body

Provide regular instructional coaching in year 2

Select, support and meet with mentors

Support ECTs in all aspects of their practice, including wellbeing

Ensure mentors are engaging with the programme

Ensure ECTs are engaging with the programme

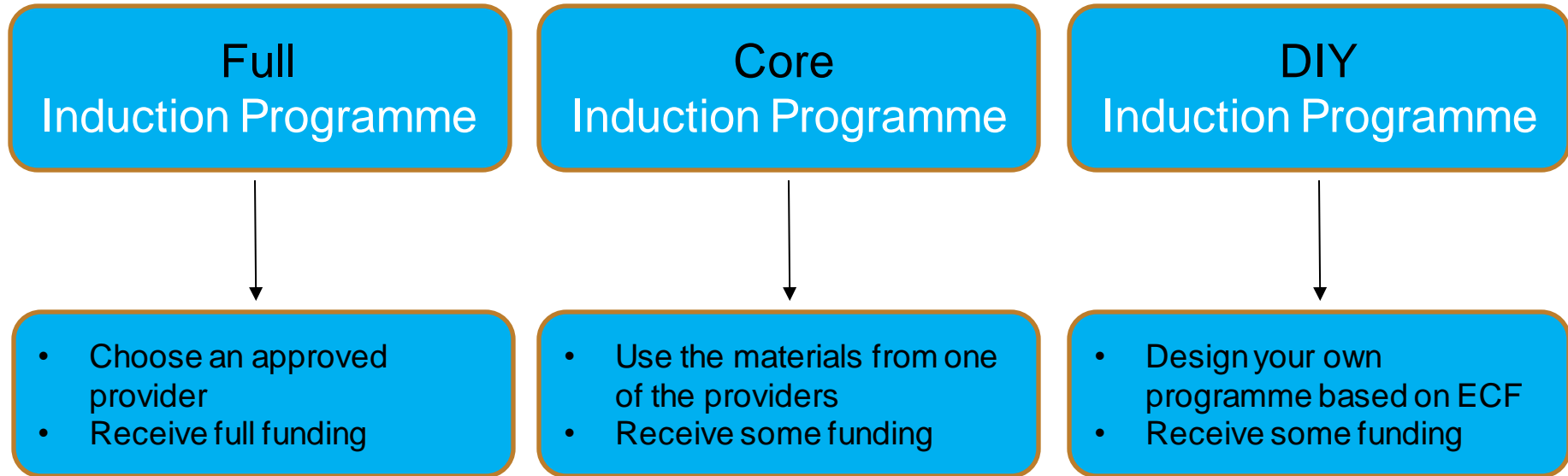
Attend induction

Attend induction

Must be given sufficient time to carry out the role effectively and to meet the needs of the ECT and mentor

Must be given sufficient time to carry out the role effectively and to meet the needs of the ECT

Schools have 3 choices:



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
(Full Induction Programme)	(Core Induction Programme)	(DIY Induction Programme)
Time off timetable funded for early career teachers and mentors in the second year of induction.	Time off timetable funded for early career teachers and mentors in the second year of induction	Time off timetable funded for early career teachers and mentors in the second year of induction
A sequenced two year programme based on the Early Career Framework	A sequenced two year programme based on the Early Career Framework	Content defined in the Early Career Framework
Self-directed study materials for early career teachers.	Self-directed study materials for early career teachers including videos and evidence-based reading	Materials must be sourced/produced by the school
Materials to support mentor sessions designed to reduce mentor workload.	Materials to support mentor sessions designed to reduce mentor workload	Materials must be sourced/produced by the school
Funded training delivered directly to early career teachers by an external provider.	Materials to adapt to deliver further training for early career teachers	Training must be sourced/produced by the school
Funded training delivered directly to mentors by an external provider	No funding for training for mentors	No funded training for mentors
Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable.	No additional funding to backfill mentor time	No additional funding to backfill mentor time

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.

Six providers have been 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 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.

Full Induction Programme programme to include:

Time off timetable funded for early career teachers and mentors in the second year of induction.

Funding for the 5% time off timetable in the second year of induction (£1200 for Northumberland)

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

Training delivered directly to early career teachers by an external provider

No financial cost to the school, but possible cover implications

36 hours of blended mentor training across the two years delivered directly to mentors by an external provider

Funding for 36 hours for the mentors to attend their mentor training courses (£1576.10)

Additional funding to backfill mentor time spent undertaking training in addition to the funding for time off timetable

£900

Full Induction Programme

The six providers are:

- [Ambition Institute](#)
- [Best Practice Network \(home of Outstanding Leaders Partnership\)](#)
- [Capita with lead academic partner the University of Birmingham](#)
- [Education Development Trust](#)
- [Teach First](#)
- [UCL Institute of Education](#)

Core Induction Programme

State funded schools can choose to use a DfE funded provider's materials to design and deliver a programme of early career teacher and mentor training.

Those materials can be found [here](#).

If a school chooses to take this route the role of the Appropriate Body will be:

- To undertake a partial fidelity check via a visit to the school to check the school can provide a breakdown of how the core elements of the Core Induction Programme will be scheduled/sequenced
- 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.

DIY Induction Programme

Schools can choose design and deliver a programme of early career teacher and mentor training.

If a school chooses to take this route the role of the Appropriate Body will be:

- To undertake a full fidelity check via a visit to the school to check the school can provide a breakdown of how the core elements of the DIY Induction Programme will be scheduled/sequenced
- 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.

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
What a school can do within the online service:	(Full Induction Programme)	(Core Induction Programme)	(DIY Induction Programme)
	Nominate your school's induction tutor	Nominate your school's induction tutor	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
	Select your school's delivery route	Select your school's delivery route	
	Estimate number of ECTs/mentors	Estimate number of ECTs/mentors	
	When known, add ECT and mentor details	When known, add ECT and mentor details	
	The online service will direct ECTs and mentors to your school's lead provider/delivery partner	The online service will allow ECTs and mentors to access your chosen accredited materials	
What a school needs to do outside the online service:	Explore which lead providers are available in your area and confirm directly with them or their delivery partners if you wish to work with them	Explore the accredited ECF materials on GOV.UK. Decide which set of materials to use Plan how you will deliver the materials	Design training materials based on the ECF Plan how you will deliver the materials
	Select an Appropriate Body to register ECTs with Teaching Regulation Agency (TRA)	Select an Appropriate Body to register ECTs with the Teaching Regulation Agency (TRA)	Select an Appropriate Body to register ECTs with the Teaching Regulation Agency (TRA)
	Work with your AB to facilitate your ECTs' induction in line with statutory guidance	Work with your AB to facilitate your ECTs' induction in line with statutory guidance	Work with your AB to facilitate your ECTs' induction in line with statutory guidance
		Be prepared to demonstrate to your AB how you plan to deliver the ECF materials	Be prepared to demonstrate to your chosen AB how you plan to deliver the materials and how your materials are faithful to the ECF

What does school need
to do?

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

(Full Induction Programme)

(Core Induction Programme)

(DIY Induction Programme)

Do now:

Do now:

Do now:

Review the offer from the 6 providers and choose the one you wish to sign up with

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

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:

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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)

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)

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

The DfE online service

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.

What will the
Appropriate Body do?

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

(Full Induction Programme)

(Core Induction Programme)

(DIY Induction Programme)

The Appropriate Body will:

The Appropriate Body will:

The Appropriate Body will:

Check new teachers receive statutory entitlements and are fairly and consistently assessed (no fidelity check)

Check schools have provided a breakdown of how the core elements of the Core induction Programme will be scheduled/sequenced (short fidelity check)

Check in detail the school-based programme due to the greater risk that a school-based induction does not fully embed the ECF intentions (full fidelity check)

Face to face/telephone/email support as required

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Visits at anytime, as the school requests

Visits at anytime, as the school requests

Visits at anytime, as the school requests

Face to face support should a cause for concern be raised

Face to face support should a cause for concern be raised

Face to face support should a cause for concern be raised

Quality assurance of the two formal assessment reports

Quality assurance of the two formal assessment reports

Quality assurance of the two formal assessment reports

Reports

- 2 assessment reports will be required – one at the end of year 1 and one at the end of year 2
- A template is available [here](#)

- In the intervening terms an assurance report should be completed (4 across the 2 years)
- A template is available [here](#)

Fidelity Checks

- Where schools deliver induction through a Core Induction Programme or a DIY Induction Programme using the Early Career Framework, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ECF-based induction. Schools delivering their own induction programmes will require the Appropriate Body to check these have been designed and delivered with fidelity to the ECF. This means that training and support provided to the ECT has covered the ECF evidence statements in sufficient breadth and depth.
- Appropriate bodies are expected to check that an induction's design covers the evidence-based statements in the ECF and that ECTs have received planned elements of the induction.
- Headteachers are expected to ensure that an appropriate ECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an Induction tutor or other member of staff, as appropriate.

Fidelity Checks (2)

- It is recommended that ECF fidelity checks formally take place at three points over the induction period:
 - At the planning stage: before the start of induction where possible, an appropriate body is expected to check that an induction has been designed with fidelity to the ECF.
 - Review point 1: before the end of term 3, an appropriate body should check implementation of the school's plans.
 - Review point 2: before the end of induction, an appropriate body should check actual delivery of the planned ECF-based induction.
- It is recommended that appropriate bodies apply greater scrutiny where schools have opted for a DIY Induction Programme due to the greater risk that a school-based induction could diverge from the ECF when Core Induction Programme materials are not used as the basis for an induction programme.

We would "strongly suggest" that schools undertake the **Full Induction Programme** with one of the 6 providers, rather than the Core Induction Programme or DIY Induction Programme.

This is because:

- full funding is only available with the Full Induction Programme
- Increased workload for staff through designing your own programme
- There is a risk that designing your own programme may not meet the standards required and this puts induction of the ECT(s) at risk

We will continue to offer a fixed price service as an Appropriate Body, as we have done for many years.

Dave Cookson will provide the face to face support as necessary and be available to answer any queries you may have.

Hannah Couper has replaced Carol Green, and will provide the back office function and links with the Teacher Regulation Agency.

To sign up simply visit the [SLA portal](#) and choose the relevant Appropriate Body SLA. Once you have done that Dave and Hannah will direct you to the relevant forms/links.

If you have any queries please email ect@northumberland.gov.uk and Dave or Hannah will get back to you.

Q & A

Q: What happens if a teacher is part way through their NQT year in September 2021? Do they stay on their existing programme or must they now complete an ECF-based induction?

A: Teachers who have part completed induction can finish their 1-year induction on the "old" system. Where possible/appropriate these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction.

Q: Some schools are very small - they will not be able to have separate induction tutor and mentor. Sometimes it is the headteacher who takes on all those roles. How will this be checked?

A: The DfE recognise that some schools have limited capacity and may struggle to provide a separate induction tutor & mentor. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

Q: How will induction be served when teachers are on supply? i.e they currently have to work at least one full term for it to be counted towards induction. If there are assessments annually, can they still split induction like this?

A: ECTs can continue to complete induction whilst on long term supply (contracts of 1 term or more). ECTs can continue to move between schools during induction. The minimum period that counts towards induction will remain at 1 term,

Q: Can you clarify the difference between mentor and tutor? I am making the assumption that the mentor is more about coaching and the tutor more about observations.

A: The recently published statutory guidance sets out the differing roles and responsibilities between induction tutors and mentors. The DfE have separated out the two roles to ensure that mentoring support (role of mentor) is not conflated with assessment against the Teachers' Standards (role of induction tutor). The Statutory Induction Guidance sets out the roles and responsibilities for the induction tutor and the mentor. It can be found [here](#).

Q: The guidance states that induction cannot be deemed to start until training commences. How does this potentially impact on mid-term or mid-year appointments?

A: Induction posts can still start mid-term/year. Headteachers should ensure that ECTs can access an ECF based induction regardless of what point in the year they start their teaching post.

Q: What happens for part-time staff? If, for example, 0.5 FTE, will they take 4 years to complete their training?

A: The length of statutory induction for teachers working part time is calculated as the full-time equivalent of two years. So a teacher working 0.5FTE would have an induction length of 4 years. If, after two calendar years, a part time early career teacher is felt to be consistently meeting the Teachers' Standards already, they may request a reduction to their induction length and a final assessment.

Q: What if an ECT does their induction at a school and moves to another school but the school follows a different ECF programme?

A: Where possible, an Early Career Teacher should continue on their existing programme. If this is not feasible, the two Lead Providers should work together to make arrangements to accommodate the Early Career Teacher.

Q: Who can fulfil the mentor role? Do they need to be at leadership level?

A: The DfE do not have set criteria for who can fulfil the role of mentor. The headteacher is expected to identify an appropriate person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role.

Q: What happens to the payment if an ECT leaves the school before the summer of Year 2?

A: If an ECT leaves part way through their second year of induction, then part funding will be calculated based on the School Workforce Census returns. Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal

Q: If a school does not wish to engage with their local TSH as they, for example, wish to use a different lead provider, how do they go about that?

A: Schools do not have to access provision through their local teaching school hub, although it is anticipated that the majority of schools will do this. If a TSH isn't offering the school's first choice of lead provider, schools can contact the lead provider directly to find out if provision is available in their area.

Any queries:

ect@northumberland.gov.uk