

Early Career Framework (ECF) and the Teach First Training Programme – guidance for schools

Introduction

From September 2021 all early career teachers (including those in the second year of the Teach First Training Programme) will undertake a two-year induction underpinned by the Early Career Framework (ECF). This is an enhanced package of training for early career teachers and their mentors to make sure new teachers have support in their first years of teaching.

The framework has been introduced by the DfE to increase the amount and quality of training all new teachers receive in their first years in the classroom. The ECF will have no impact on the salary in school and progression will continue as currently.

Teach First trainees will still achieve Qualified Teacher Status (QTS) at the end of year one of the Training Programme; this isn't changing. They will also still receive their PGDE qualification and complete the Training Programme at the end of Year 2.

All members of our 2020 cohort will have access to the two-year ECF induction after gaining qualified teacher status in September 2021, and therefore the first year of the ECF will coincide with their second and final year on the Training Programme. This does not extend the Training Programme to three years.

Schools will need to ensure that:

- They enrol all ECTs (including Teach First trainees in their second year) on to an ECF programme to enable them to receive this extended support package (schools can select from three different options for their delivery of the ECF)
- They register all ECTs (including Teach First trainees in their second year) with an Appropriate Body
- They assign an experienced mentor to support them through the ECF programme and the second year of the Teach First programme

Frequently Asked Questions

What is Induction?

Induction is a programme to support teachers to transition from gaining Qualified Teacher Status to a career in teaching. Throughout Induction early career teachers are assessed against the Teachers' Standards. From September 2021 the length of Induction is increasing from one year to two years for all ECTs. There are two formal assessment points as part of Induction, at the end of year 1 and at the end of year 2.

Why has this change been made?

The increased length in Induction and the Early Career Framework are being introduced by the DfE following a significant review of recruitment and retention of new teachers. Increasing the amount and length of training and support all new teachers received in their first years of teaching is a key priority for the government. Other sectors, such as medicine and law, have shown that increasing the support and training

early on in your career not only supports effectiveness but also means people are more likely to stay in the profession.

What is the school's responsibility for Teach First trainees?

As currently with Induction, schools will need to register Teach First trainees going into their second year of the programme in September 2021 with an Appropriate Body and provide them with and programme of support and development. Teach First trainees should have the same timetable, salary and Early Career Programme as other early career teachers in the school.

Do Teach First trainees automatically get a space on the ECF?

No. It is for schools to decide which ECF programme they will use. Teach First is running an ECF programme along with five other Lead Providers. Schools are also able to select to run the ECF programme themselves.

How does the Training Programme complement the ECF?

Teach First trainees continue to work towards their PGDE in year 2 of the Training Programme. They undertake two 30 credit modules: "Collaborative Learning and Development" (CLD) and "Extending Impact and Influencing Others" (EIIO). These modules build on the Core Content Framework in year one and bring in concepts of working with others to develop their practice and how to increase their impact. They also cover subject specific elements of teaching alongside research surrounding leadership and the impact of networks and collaboration. There are elements of the PGDE which connect to the ECF, but it is not intended to duplicate this content. Trainees can select areas of focus for these modules and will be encouraged to draw upon their learning from their ECF programme to help connect the two. For example, a trainee might select to use the research and practice shared in ECF Module 2 on retrieval practice to inform their subject development within their CLD assignment.

Is the Training Programme now extended to three years?

No, the Teach First training programme is two years.

How will Teach First ensure trainee focus isn't split between the two programmes?

The Training Programme and the ECF Programme *are* distinct programmes. The ECF Programme is an entitlement to ongoing professional development and career support based on the Early Career Framework. The Training Programme is a PGDE designed to include work at level 7 and is accredited by university partners. Whilst there will be activity required for both programmes, they both have the overall aim of developing teacher practice. Learning completed on the ECF will strengthen a trainee's foundational knowledge and understanding, this will subsequently inform and enhance the quality of their work for the Training Programme. Similarly, the Training Programme content will support them in the subject specific application and research based criticality (developed as part of a Masters level course) for them to successfully consider and apply learning from the ECF.

How will trainees be supported to manage their workload?

For the ECF programme; Teach First, like other Lead Providers, are required to provide a certain number of hours of both self-directed and 'live' content. These hours are stipulated by the DfE to ensure parity of experience across providers, but also to protect this time for early career teachers to focus on their continued professional development.

To support early career teachers to access the ECF programme, they will continue to have 10% reduced timetable during the first year, but will now also have a 5% reduction in their timetable across the second year.

Trainees who are on Teach First will be completing their PGDE alongside the first year of the ECF. The PGDE requires trainees to complete two 30 credit modules. We recognise that engaging in two separate programmes for development could add potential pressures to early career teachers but there are opportunities to connect learning from both programmes and ensure that they are successful on both.

Schools should also ensure that the ECF programme does not run alongside any other Induction programmes, but instead replaces or complements existing programmes – taking account of early career teacher workload.

What happens if a Teach First trainee leaves before completing the ECF?

If a trainee were to leave their school at any point during the two-year Induction Period and move to a school who is working with a different lead provider, they would work with their new mentor to identify what their ongoing training and development needs were and then access the relevant materials either continuing with their current provider or moving to a new provider. If a school is using the Core Induction Programme or the School Led Programme for the ECF it will be up to the school to plan the curriculum to support the ECT and ensure they have met their entitlement. Schools will also need to inform their Appropriate Body of this change to ensure all ECTs are registered with an appropriate body for the length of their Induction.

If an ECT were to leave teaching during their Induction and return to the teaching at a later date they should be able to “pick up where they left off” and complete the remainder of their Induction based on the time they had left. The approach to this would need to be approved by the employing school and Appropriate Body.