Early Career Framework
with Best Practice Network

Information and Welcome Pack

Contents

Early Career Framework

Welcome to Best Practice Network!

We are delighted you have chosen Best Practice Network (BPN) for your Early Career Framework (ECF) journey.

The ECF is designed to help Early Career Teachers (ECTs) succeed at the start of their teaching careers and will create a step change in support for these individuals, providing a funded entitlement to a structured 2-year package of high-quality professional development. The programme also focuses on support and training of high-quality Mentors, who are integral to the development and success of their ECTs.

We appreciate how much is expected of schools and their respective ECTs and Mentors which is why we hope you find the programme both manageable and effective.

The **Early Career Development Framework** sets out what all ECTs should learn about, and learn how to do, including:

- setting high expectations
- promoting good progress
- demonstrating subject and curriculum knowledge
- planning and teaching well-structured lessons
- adapting teaching making accurate and productive use of assessment
- managing behavior effectively
- fulfilling wider professional responsibilities.

The training ECTs receive as part of their two-year induction is based on this framework. It is known as 'ECF-based training'. You can find the full description of the framework in the **ECF policy paper**.

Preparation stage

Before commencing the programme, **schools should**:

- Read the updated **DfE Statutory guidance** and the **DfE Induction, training and support guidance**
- Set up their programme through **DfE's online service** if they want to use an approved funded provider (such as BPN), or deliver the accredited materials themselves
- Register their ECTs and Mentors via the DfE's online service
- Look at the general delivery schedules for ECTs and Mentors in this document to help plan where cover might be required (confirmed training dates will be agreed with our local delivery partners and communicated to participants and schools separately)

→ Registration process: for Schools

The registration process is simple. The DfE step by step guidance can be accessed **here**.

- School Induction Tutor registers the ECTs and Mentors on the **DfE online service**
- If the school has not yet had an ECT or is changing Lead Provider, from another Lead Provider to Best Practice Network, they will prompt with instructions of what to do within the DfE online service
- If the school has not yet had an ECT or is changing Lead Provider, **the school will also need to register with Best Practice Network here**.

→ Registration process: for ECTs and Mentors

Once ECT and Mentor details have been updated on the DfE online service, the DfE will provide Best Practice Network with their details. A follow-on registration form is sent directly to ECTs and Mentors to capture additional information to help allocate a suitable training group. ECTs and Mentors (ECMs) are provided with the following on registration:
- ECF Welcome pack
- ECT/Mentor handbook
- Choice of online Induction Conferences – with option to attend in July or September

(this is a mandatory part of the training).

And to follow, at the commencement of their programme:

       o Canvas login details (access to the Virtual Learning Environment - VLE)
       o Information about their group allocation and training schedule - first week of September

Changes

Any changes during the programme need to be recorded via the **DfE online service**. These could include:

- Mentor replacement
- Change of Induction Tutor
- New ECT joining part way through the year
- ECT moving to another school

Best Practice Network then receives the change through the DfE online service and the ECF Team action the change on our systems. To allow continued access to BPN systems and to prevent delays, we will accept and action the following changes:
- Change of Induction Tutor name and email address, as before
- Change of Candidate email address

Please note however **this does not replace schools' responsibilities to notify the DfE** and that the information provided to us and the DfE must always match to avoid systems' errors.

Candidate temporarily leaving the programme
If an ECTs need to be deferred for any reasons, their Induction Tutor will need to:
- Inform BPN of the change
- Inform the school Appropriate Body to agree on their Non-Standard induction, as the candidate will then be considered on an extended induction (for Non-Standard ECTs, please refer to page 13 of this document).
BPN will then issue the school with a Non-Standard induction form to confirm the new agreed induction details.

Candidate withdrawal
- If your ECTs/mentors TRN details and eligibility have not yet been confirmed, **please inform the DfE of the withdrawal**.
- If your ECT/mentor details have been confirmed and they have successfully completed our application form, **then please inform us of the withdrawal** at ecf@bestpracticenet.co.uk.

The School Dashboard

Once ECTs and Mentors are enrolled on the programme, schools are provided with access to the School Dashboard, a Best Practice Network online platform for schools. This is separate to the DfE online service and the ECT/ Mentor Canvas account. Please note, only the Induction Tutor will receive a School Dashboard login. The Induction Tutor will be emailed with a login, providing the school has at least 1 ECT and 1 Mentor registered with us.

The School Dashboard is a user-friendly way for Induction Tutors to view all their ECT and Mentor registration details, their status on the programme and, importantly, their programme schedules.

Keeping track of this information is fundamental in ensuring that an ECT/ECM is making the most of their training. Without using the Dashboard, a school will be unable to track any of the following key metrics, so we actively encourage everyone to take advantage of this resource!

Key benefits of the School Dashboard

Via the School Dashboard all Induction Tutors and Headteachers are able to:

- Monitor ECT / Mentor registrations to ensure all participants from their school have registered correctly
- Download latest copies of their ECT / Mentor programme schedules to support with engagement, workload planning and staff cover
- Access the latest newsletters, policies, and guidance
- Receive instant notifications
- Have access to direct links (where authorised to sign in) to access Canvas (VLE) and DfE "Manage Early Career Training Services"

For further guidance on our school dashboard please refer to: **Our ECF School Dashboard explained.**

If, after your ECTs and Mentors' enrolment, you haven't received your school dashboard login, please do contact us and we will sort this for you ecf@bestpracticenet.co.uk!

Funding

Provider-led programmes, available to state-funded schools only, are fully funded by the DfE so there are no costs to schools. Funding will cover:

- Time off timetable for early career teachers and Mentors in the second year of induction paid directly to schools
- Training delivered directly to early career teachers by an external provider - providers will be paid directly so schools will not face any payment burdens
- Training delivered directly to Mentors by an external provider - providers will be paid directly so schools will not face any payment burdens
- Additional funding to backfill Mentor time spent undertaking training paid directly to schools

Funding Year 1 and 2

The DfE provide funding for the Early Career Development Programme and as such there is no financial burden on schools. The DfE funding provides for:

- Time out of the classroom for new teachers to receive support from Mentors and extra training throughout their first two years on the job (10% time-off timetable in year 1 and 5% time-off timetable in Year 2)
- Mentor time spent undertaking training (totalling 36 hours over the 2-year programme) in addition
- to Mentors' time with the mentee in the second year of teaching
- All facets of programme delivery including face-to-face training events and online workshops

In addition to the 10% time away from the classroom in their first year of induction, teachers will be entitled to 5% time away from the classroom in their second year of induction.
Year 1 funding is currently funded, as all schools receive funding for an Early Career Teacher's first year as part of the National Funding Formula.

Year 2 funding is dependent on which programme the school decides to take, and where the school is located. All programmes receive the combined ECT time-off timetable and Mentoring hours which will amount to approximately £2,100-£2,600 per Early Career Teacher (figure dependent on location).

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.

The relationship between ECF and Statutory Induction

The Early Career Framework forms the wrap-around support package to help enable teachers to demonstrate that they have met the Teacher's Standards at the end of their statutory induction. The content of the Early Career Framework builds on and complements ITT. The ECF underpins what all Early Career Teachers should be entitled to learn about and learn how to do, during the first 2 years of their career, based on expert guidance and the best available research evidence.

The content of the framework has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

For more information about Teacher's Standards, Statutory Induction, the role of the appropriate body and formal assessment of Early Careers Teachers, please refer to the **Government guidance here**:

For any additional information, **please refer to this page.**

The ECF programme with Best Practice Network
Early Career Teacher (ECT) Programme

The Early Career Development Programme has been designed with the Early Career Teacher in mind. The first years of a teacher's career are vitally important for professional development and the very best time to develop good habits and effective teaching strategies.

Training is flexibly delivered and considers the time constraints of an Early Career Teacher. The programme comprehensively delivers the content of the Early Career Framework and works within the typical ECT schedule.

Training will be delivered in a variety of ways:
- Face-to-face and online webinars with leading experts
- Regular meetings with an in-school Mentor
- Self-study featuring rich multimedia content including videos, practical tasks, and discussion activities

To view the ECT Year 1 delivery windows for the programme, please refer to the Annex for your cohort, located at the end of this document.

ECT programme overview

Mentor (ECM) Programme

We train and work with in-school Mentors to equip them with the necessary tools to fully support ECTs. Our Mentoring programme ensures that Mentors are proficient in all aspects of the ECF and develops mentoring and coaching techniques that will enable them to support and challenge ECTs.

Mentors will play an essential role in the development of ECTs and the transferable skills learned during training will produce long lasting benefits for Mentors' schools and colleagues.

Our Mentors meet the National Standards for school-based Mentors, and complete a skills audit, identifying gaps in knowledge which can be addressed before undertaking the Mentor role.
Mentor training introduces the ONSIDE and CEDAR mentoring models, illustrating their use and impact on coaching new ECTs.

To view the mentor delivery windows for the programme, please refer to the Annex for your cohort, located at the end of this document.

Mentor Programme Overview
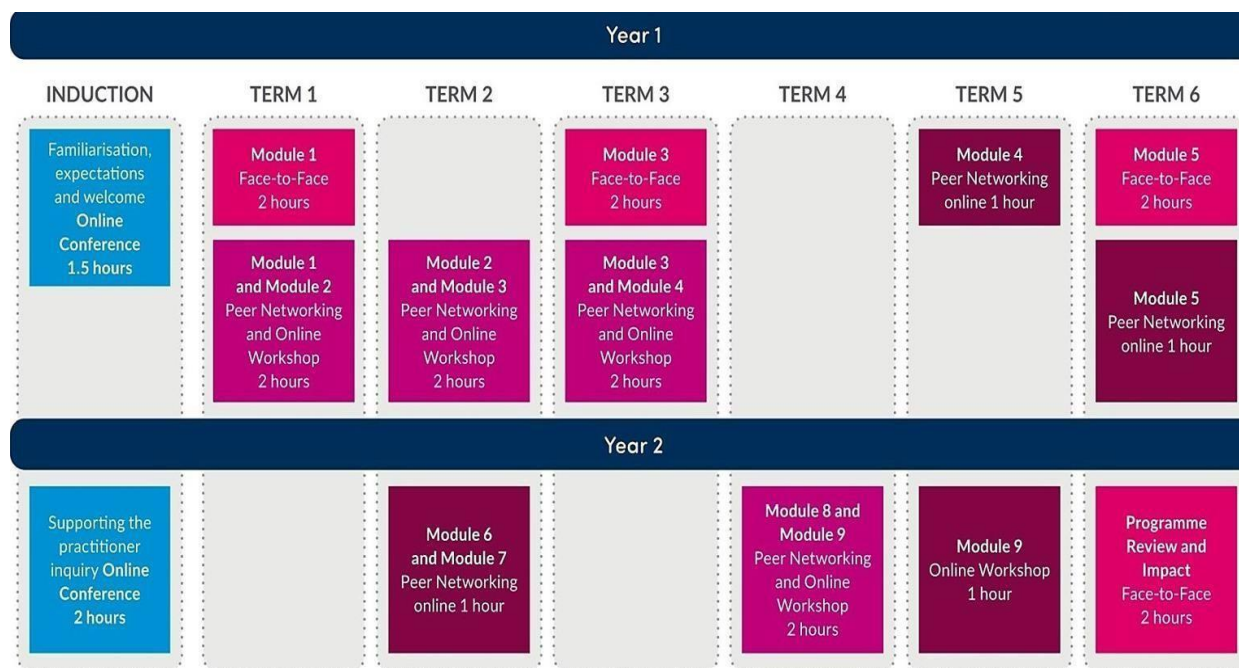
Training group allocation

BPN work with school-based delivery partners nationwide. These may be MATs, Teaching School Hubs, former teaching school alliances and other groups of schools, working together in a locality.
After registration details have been confirmed, ECTs and Mentors will be allocated their groups based on a school's chosen delivery partner, to enable us to offer local, contextualized delivery of the programme.

Where a preferred delivery partner has not been confirmed, ECTs and Mentors will be allocated to their closest regional group to minimise travel. They will be grouped by specialism, phase, or school type in agreement with the chosen delivery partner.
Alternatively, ECTs and Mentors may be placed in a BPN online national group, and their schedule will be virtual for the entire programme.

Face-to-face training locations will vary by group. Venues, dates, and times are planned by the local delivery partner and communicated by BPN.
ECTs and Mentors will be informed in advance of their schedule for the year and then sent reminders for individual events. If there are any changes to the schedule, this will also be communicated with as much notice as possible. Changes are limited as much as possible, but factors (such as Covid-19) may mean that these are necessary.

Programme Engagement

Our dedicated ECF team will be supporting and helping each ECT and Mentor on the programme to successfully complete their induction!
ECTs are expected to engage with weekly one-hour meetings with their Mentor, self-directed study and with half-termly face to face training and online sessions. They are expected to put into practice outside these events what they are learning through the programme.

ECTs and Mentors must demonstrate engagement in the following ways:

- attendance at all face to face and online training sessions
- online self-study – tracked through Canvas, our fantastic Virtual Learning Environment, Canvas (which is designed to allow both engagement and monitoring)

The nominated Induction Tutor for each school is assigned access to Canvas to promote global support for the ECTs and Mentors.

The Best Practice Network ECF Team supports ECTs and Mentors through their ECF journey and aims to ensure they continue to receive their entitlement to the high-quality professional development that the ECF Programme is designed to provide. If ECTs or Mentors have any questions about their events attendance, Canvas engagement or concerns about their progress on the programme, they should contact ecf@bestpracticenet.co.uk and the ECF Team will be able to help.

Roles and Responsibilities

The Induction Tutor

The headteacher/principal should identify an Induction Tutor, to provide regular monitoring, support, and coordination of assessment. The Induction Tutor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role, with the ability to assess the ECT's progress against the Teachers' Standards.

For the ECF Programme, the Induction Tutor is responsible for registering their ECTs and Mentors on the DfE online service and updating this platform with any changes (change of mentor, withdrawal etc).
It is the responsibility of the Induction Tutor to ensure that the ECT has access to the ECF entitlement and is engaging with the programme. They need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards. The induction tutor is a separate role to that of Mentor.

This is a very important element of the induction process, and the Induction Tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT. It may, in some circumstances, be appropriate for the headteacher/principal to be the Induction Tutor. The Induction Tutor is a separate role to that of Mentor.

The Mentor

The headteacher/principal should identify an appropriate Mentor for each ECT, to provide the regular mentoring required by the programme. The Mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role. Mentoring is a very important element of the induction process, and the Mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. The qualities of a strong mentor might include excellent interpersonal skills, in-depth subject knowledge, and a broad understanding of pedagogy. Mentors will be expected to:
- Attend weekly structured mentoring sessions with early career teachers
- Support, develop and challenge early career teachers
- Support the wellbeing of early career teachers and support a healthy work/life balance

The Mentor and the Induction Tutor are two discrete roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher/principal 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.

The Early Career Teacher

Early Career Teachers can only undertake statutory induction (or a period of employment counting towards induction) if they have been awarded QTS. Headteachers/principals and appropriate bodies must check with the Teaching Regulation Agency that the individual holds QTS.

ECTs are teachers in the first two years of their profession. They have a statutory entitlement to the Early Career Framework to support them during their two-year induction period. They are expected to engage with the full scope of the programme:

- Online conferences at the start of each year - to engage with early career teachers, outline expectations and facilitate the development of peer networks. With keynotes and workshops from leading practitioners
- Face-to-face training hosted by local delivery partners with local expert facilitators
- Online facilitated workshops with expert facilitators
- School visits - to be agreed by the ECT with their Mentor
- Self-directed study – enables ECTs to delve into ECF content most relevant to themselves
- Mentor sessions - with structured content and a safe space to reflect on progress

For more information about roles and responsibilities within the ECF please refer to the **Government Website**.

The Appropriate Body

All ECTs must be registered with an Appropriate Body. The appropriate bodies will have a role in checking that Early Career Teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed.

The Appropriate Body makes the final decision as to whether an Early Career Teacher's performance is satisfactory against the Teachers' Standards. In doing this, the appropriate body would draw on the recommendation of the headteacher/principal.

Determining the Appropriate Body

Independent quality assurance of statutory induction, through the role of the appropriate body, is important both for ensuring that schools provide adequate support for their ECTs, and that their assessment is fair and consistent across all institutions.

An ECT cannot start their induction until their appropriate body has been agreed. In the absence of another body acting as appropriate body for a school, the local authority in which the school is situated should be asked to be the appropriate body for that school.

Once an ECT has been appointed, the headteacher/principal must notify the appropriate body in advance of the ECT taking up post. At registration, the appropriate body should provide the ECT with a named contact with whom they may raise any concerns about their induction programme that they are unable to resolve. This person should not be directly involved in monitoring or supporting the ECT or in making decisions about satisfactory completion of induction.

You can find out more information in the **guidance for appropriate bodies**.

Further information can also be found on the **Government Website here** page 37 – 39.

Non-standard ECT Policy

Whereas the majority of ECTs will begin at their school in September of Year 1 and progress into Year 2 with the same mentor, this might not be the case for everyone.
Best Practice Network will work with those schools whose ECTs need to a personalised induction to help ensure the offer meets the needs of the ECT. Please note that the chosen appropriate body has the final decision on whether this would be appropriate.

The aim of this policy is to set out some principles to clarify our approach to non-standard ECTs and it outlines our intention to deliver ECT training that is fair, accessible and does not include any unnecessary barriers.

The Non-Standard policy applies to:
- ECTs undergoing an **extended** or **reduced** term of induction
- **Part-time ECTs**
- **ECTs transferring schools** during their ECF training
- **ECTs starting at different points** throughout the academic year.

ECTs will be expected to cover all 9 modules with live online events offered or, when available, the opportunity to join a delivery partner for face-to-face events. Participants must cover the full content of the 2-year programme within the 2-year period of their induction. Prior to joining the next available cohort, we will ensure full support is provided to the ECT, i.e., in conjunction with the school we will guide the ECT on what activity to complete.

For further information on non-standard induction, please refer to our **Non-Standard policy**.
Please also refer to the statutory guidance – Induction for early career teachers (England) which provides information for appropriate bodies, headteachers, school staff and governing bodies.

Annex A

The Programme will start in September with an online Induction Conference and will then proceed to the first Module in Autumn Term 1 with both face-to-face and facilitated workshops during the first year.

Year 2 has a special focus on face-to-face delivery. It also starts with an Induction conference and the modules are designed to deepen the knowledge and practice explored in Year 1.

Below you will see a programme content breakdown during the first year of induction. Please note that some sessions may take place outside these delivery windows, to accommodate the various school terms.

ECT September 2022 Cohort - Programme delivery Year 1

Delivery Window (Week commencing)	Content	Delivery
Year 1 Pre-Course Engagement		
w/c 12/09/22 & w/c 19/09/22	The delivery of the ECF through the BPN programme	Induction Conference (online) (1.5hr)
Year 1 Autumn Term 1		
w/c 03/10/2022	Module 1 (Enabling Pupil Learning)	Face to face training (2hr)
w/c 17/10/2022	Module 1 (Enabling Pupil Learning)	Online facilitated workshop (1hr)
Year 1 Autumn Term 2		
w/c 07/11/2022	Module 2 (Engaging Pupils in Learning)	Face to face training (2hr)
w/c 12/12/2022	Module 2 (Engaging Pupils in Learning)	Online facilitated workshop (1hr)
Year 1 Spring Term 1		
w/c 09/01/2023	Module 3 (Developing Quality Pedagogy 1)	Face to face training (2hr)
w/c 13/02/2023	Module 3 (Developing Quality Pedagogy 1)	Online facilitated workshop (1hr)
Year 1 Spring Term 2		
w/c 27/02/2023	Module 3 (Developing Quality Pedagogy 2)	Face to face training (2hr)
w/c 27/03/2023	Module 3 (Developing Quality Pedagogy 2)	Online facilitated workshop (1hr)
Year 1 Summer Term 1		
w/c 24/04/2023	Module 4 (Making Productive Use of Assessment)	Face to face training (2hr)
w/c 22/05/2023	Module 4 (Making Productive Use of Assessment)	Online facilitated workshop (1hr)
Year 1 Summer Term 2		
w/c 05/06/2023	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 03/07/2023	Module 5 (Fulfilling Professional Responsibilities [i])	Online facilitated workshop (1hr)

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ECM September 2022 Cohort - Programme delivery Year 1

Delivery Window (Week commencing)	Content	Delivery
w/c 12/09/22 & w/c 19/09/22	Induction, familiarisation, expectations and welcome	Induction Conference (online) Delivered by BPN (1.5hr)
Year 1 Autumn Term 1		
w/c 26/09/2022	ECT Module 1 (Enabling Pupil Learning) briefing	Via Watching a Recording from BPN
w/c 03/10/2022	Mentor Module 1 (Enabling Pupil Learning) workshop	Face to face training (2hr)
w/c 17/10/2022	Module 1 (Enabling Pupil Learning) review/impact & ECT Module 2 (Engaging Pupils in Learning) briefing	Peer to peer networking & Facilitated Workshop (online) (2hr)
Year 1 Autumn Term 2		
w/c 12/12/2022	Module 2 (Engaging Pupils in Learning) review/impact & ECT Module 3 (Developing Quality Pedagogy) briefing	Peer to peer networking & Facilitated Workshop (online) (2hr)
Year 1 Spring Term		
w/c 06/02/2023	Mentor Module 3 (Developing Quality Pedagogy) workshop	Face to face training (2hr)
w/c 28/03/2023	Module 3 (Developing Quality Pedagogy) review/impact & ECT Module 4 (Making Productive Use of Assessment) briefing	Peer to peer networking & Facilitated Workshop (online) (2hr)
Year 1 Summer Term 1		
w/c 22/05/2023	Module 4 (Making Productive Use of Assessment) review/impact	Peer to peer networking (online) (1hr)
Year 1 Summer Term 2		
w/c 05/06/2023	Module 5 (Fulfilling Professional Responsibilities [i])	Face to face training (2hr)
w/c 03/07/2023	Module 5 (Fulfilling Professional Responsibilities [i]) review/impact	Peer to peer networking (online) (1hr)

Best Practice Network

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