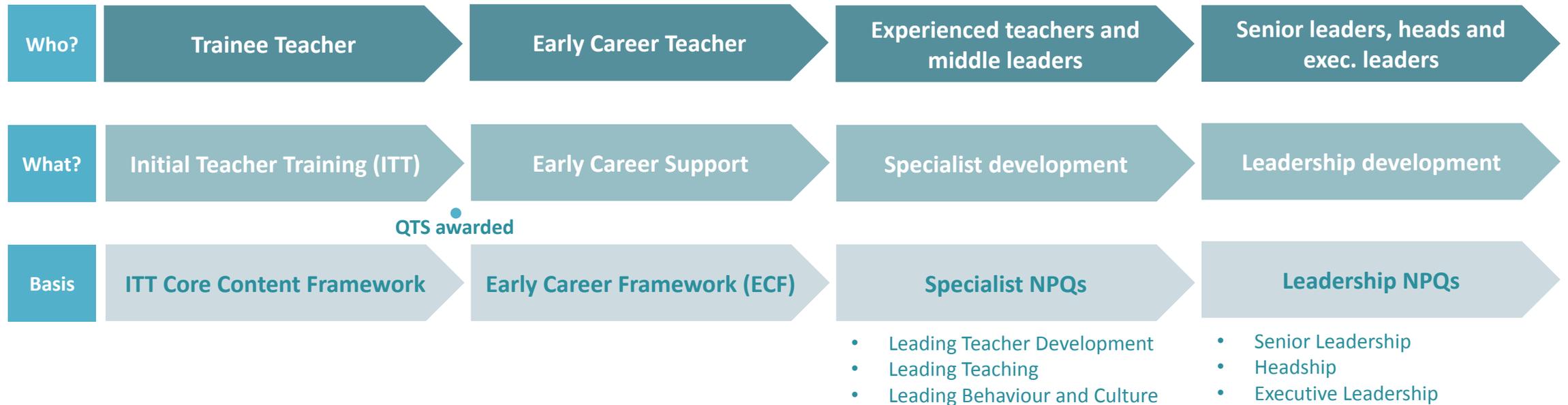


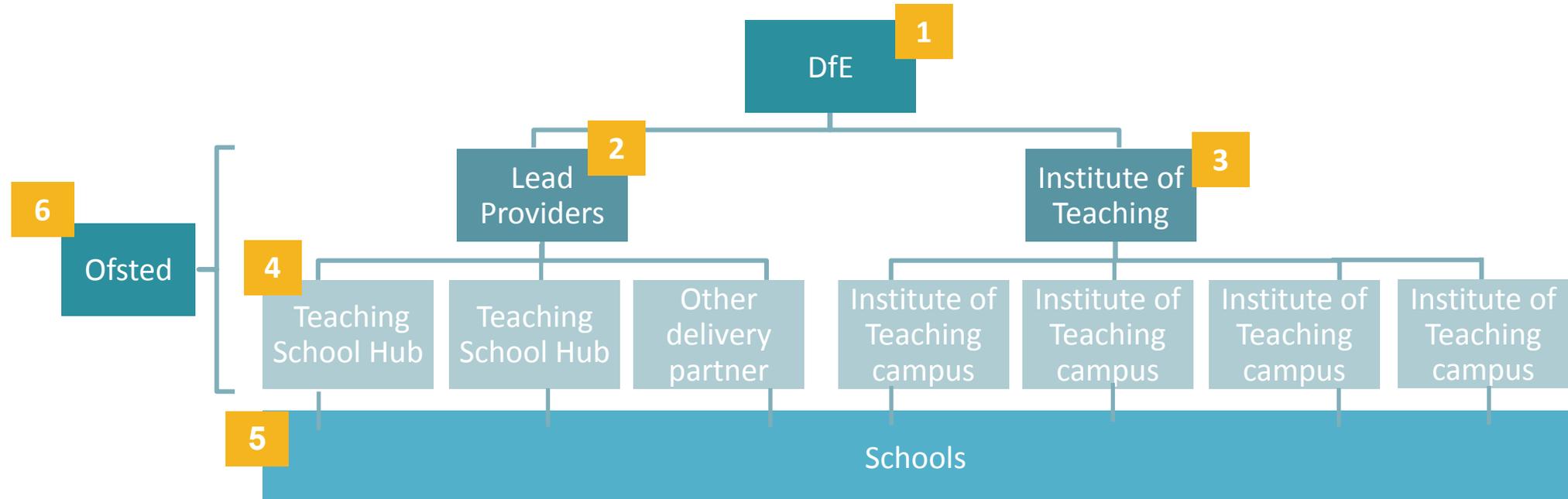
We are building a world class system of Teacher Development



- Teachers are the foundation of the education system – there are no great schools without great teachers. Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy, the Department is creating a world-class teacher development system by transforming the training and support teachers and school leaders receive at every stage of their career.
- Each stage – initial teacher training, early career support, specialisation and leadership – is underpinned by frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation to ensure they draw on the best available evidence.
- Together these reforms will help teachers and leaders in every phase, subject and context. They will establish strong professional development cultures in schools across the country, elevating the quality of teaching and ultimately improving pupil outcomes.

This requires us to build a similarly world class delivery infrastructure

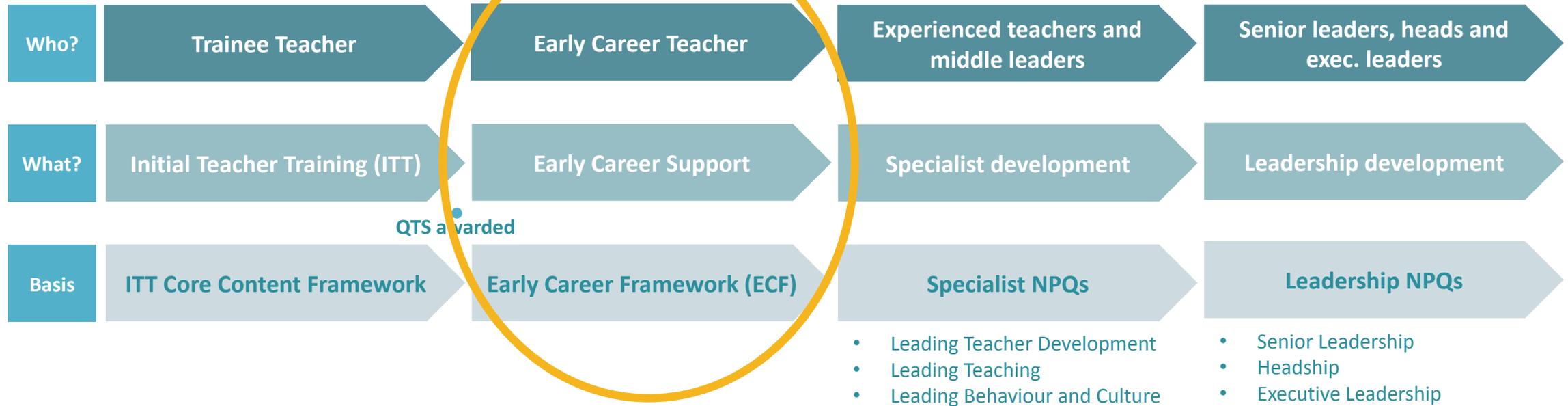
- 1** DfE created evidence informed frameworks, validated by the Education Endowment Foundation (EEF).
- 2** **ECF and NPQ Lead Providers** built on these frameworks to create evidence-informed training programmes and establish national alliances of Delivery Partners.
- 3** From September 2022, the DfE will establish the **Institute of Teaching**, England's flagship teacher training and development provider.
- 4** **Delivery Partners** will work with Lead Providers to deliver programmes across an area. **Teaching School Hubs** will be the backbone of these.
- 5** **Schools** choose their Delivery Partner and work with them.
- 6** **Ofsted** inspects Lead Providers and their Delivery Partners to drive up quality.



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.

	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
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-  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.

-  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

-  Time off timetable funded for early career teachers and mentors in the second year of induction
-  Content defined in the Early Career Framework

A sequenced two-year programme based on the Early Career Framework.

Early Career Framework reforms: role of the Appropriate Body



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

Lead Providers will be subject to a 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

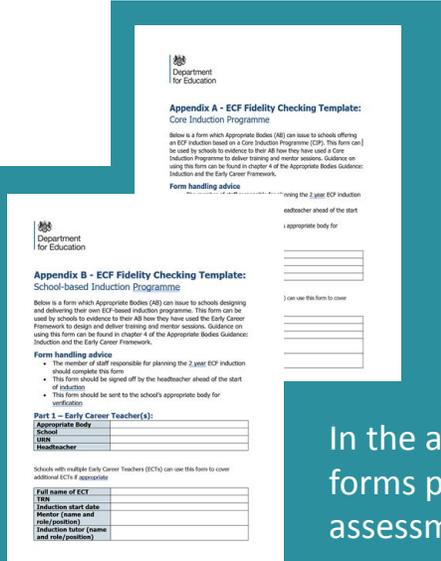
✓ Assuring new teachers receive a programme of support and training based on the ECF by checking that schools have provided a breakdown of how the core elements of the Core Induction Programme (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.

✓ 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.

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.



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 
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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.  Estimate number of ECTs/Mentors.  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">  Nominate your school's induction tutor.  Select your school's delivery route.  Estimate number of ECTs/Mentors.  When known, add ECT and mentor details.  The online service will allow ECTs and mentors to access your chosen accredited materials. | <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> |
|---|--|--|

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.  Select an appropriate body to register ECTs with Teaching Regulation Agency (TRA).  Work with your AB to facilitate your ECTs' induction in line with statutory guidance. | <ul style="list-style-type: none">  Explore the accredited ECF materials on GOV.UK.  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)  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>Design training materials based on the ECF</i>  <i>Plan how you will deliver the materials</i>  Select an appropriate body to register ECTs with the Teaching Regulation Agency (TRA)  <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>  Work with your AB to facilitate your ECTs' induction in line with statutory guidance. |
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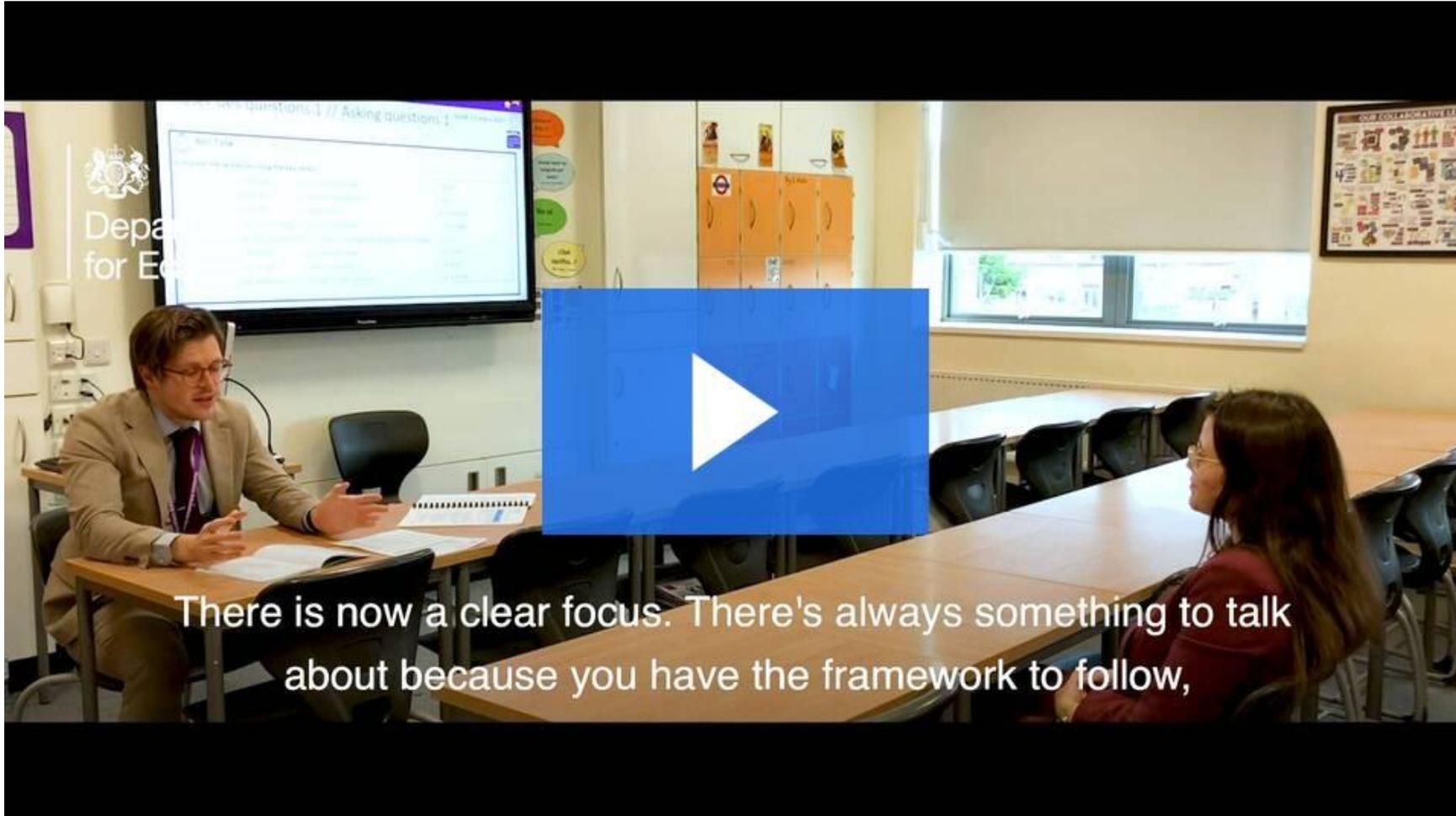
-  From 25th April
-  June-August
-  From September

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



The Full Induction Programme is currently being run in four areas of the country as part of an early roll-out of these reforms. We interviewed early career teachers, their mentors and school leaders to discuss their experience of the Full Induction Programme.



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.

Early Career Framework reforms: actions



Do now:

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

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
- 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:

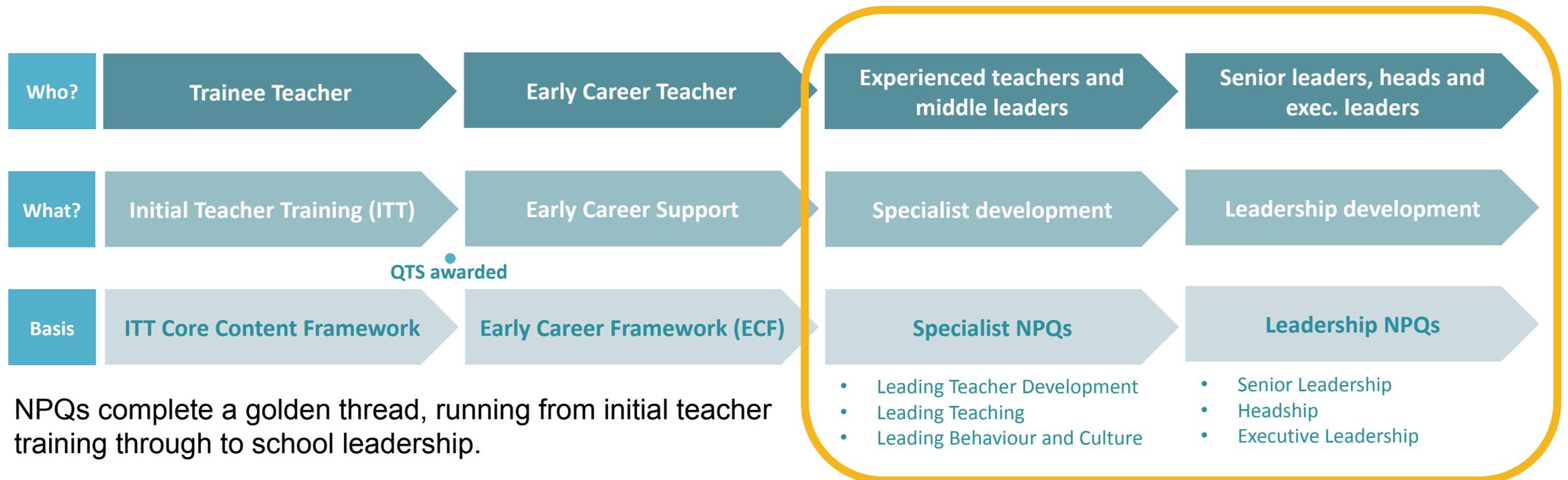
- Download the early career framework.
- Design a two-year programme of support and training that covers every “learn that” and “learn how to” statement in the ECF

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

NPQs

- National Professional Qualifications (NPQs) are a national, voluntary suite of qualifications designed to support the professional development of teachers and leaders.
- We're committed to ensuring that NPQs continue to offer the best possible support to teachers and leaders wanting to expand their knowledge and skills. That's why we've introduced a reformed suite of National Professional Qualifications (NPQs) from September 2021.
- The frameworks continue the robust method of design and development, building on the evidence base and expert guidance already established in the ECF and the ITT Core Content Framework



- NPQs complete a golden thread, running from initial teacher training through to school leadership.

National Professional Qualifications reforms:



National Professional Qualifications: what's changing?

	Current Arrangement	From September 2021
Qualification type	NPQ Middle Leadership, NPQ Senior Leadership, NPQ Headship, NPQ Executive Leadership	<p>NPQ Leading Teacher Development: supporting the training and development of others, including early career teachers;</p> <p>NPQ Leading Teaching: developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase;</p> <p>NPQ Leading Behaviour and Culture: developing teachers who have responsibilities for leading behaviour and culture.</p> <p>The three existing NPQs in Senior Leadership, Headship and Executive Leadership have been refreshed, ensuring that they are underpinned by the latest evidence of what works.</p>
Assessment	<p>For each NPQ, there are defined tasks setting out how a participant must be assessed.</p> <p>NPQs currently include a school improvement project lasting a minimum of two terms.</p> <p>Throughout the projects, participants will need to demonstrate their competence through an assessment linked to the knowledge and skills set out in the 6 content areas.</p>	<p>The assessment process has been refreshed to reduce the workload burden on teachers while still providing an opportunity for them to apply their knowledge.</p> <p>To pass an NPQ, teachers will need to engage with at least 90% of the course (exact requirements to be determined by the provider) and complete a final assessment.</p> <p>At the start of their training, providers must provide teachers with a complete list of course elements that will count towards participation metrics and set out how participation in those elements will be measured.</p> <p>The final assessment will take the form of a case study and represent a likely situation to be faced by a teacher at the relevant NPQ qualification level or role. It will test teachers on a variety of 'learn that' and 'learn how to' statements from within the relevant NPQ Content Framework. Teachers will be allowed an eight-day calendar window to provide a written response to the case study in an 'open book' setting.</p>
Funding	<p>No further scholarship funding is available *****</p> <p>Scholarship funding was previously available for schools located in an opportunity area or area defined in <u>achieving excellence areas</u> as category 5 or 6, or employed at a school which is subject to the oversight of a multi-academy trust or diocese, which also includes other schools in those areas.</p>	<p>Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course.</p>



The Golden Thread of Professional Development

	Early Career Support	Specialist development	Leadership development
	ITT and ECF	NPQ Leading Teaching/NPQ Leading Teacher Development/NPQ Behaviour and Culture	NPQ for Senior Leadership, Headship and Executive Leadership & NLE Framework
Teaching, Curriculum, Assessment	<ul style="list-style-type: none"> ✓ How Pupils Learn ✓ Subject and Curriculum ✓ Classroom Practice ✓ Adaptive Teaching ✓ Assessment 	<ul style="list-style-type: none"> ✓ Teaching (Consolidation of ECF) ✓ How Pupils Learn ✓ Subject and Curriculum ✓ Classroom Practice ✓ Adaptive Teaching ✓ Assessment 	<ul style="list-style-type: none"> ✓ Teaching ✓ Curriculum and Assessment ✓ Additional and Special Educational Needs and Disabilities
Behaviour and Culture	<ul style="list-style-type: none"> ✓ Managing Behaviour ✓ Professional Behaviours 	<ul style="list-style-type: none"> ✓ Enabling Conditions for Good Behaviour ✓ Complex Behavioural Needs 	<ul style="list-style-type: none"> ✓ Behaviour
Professional Development		<ul style="list-style-type: none"> ✓ Professional Development ✓ Designing Professional Development ✓ Delivering Effective Professional Development 	<ul style="list-style-type: none"> ✓ Professional Development
Implementation and Partnerships		<ul style="list-style-type: none"> ✓ Implementation 	<ul style="list-style-type: none"> ✓ Implementation ✓ Working in Partnership
Expectations and Culture	<ul style="list-style-type: none"> ✓ High Expectations 	<ul style="list-style-type: none"> ✓ Culture 	<ul style="list-style-type: none"> ✓ School/Trust Culture
Org Management and Governance			<ul style="list-style-type: none"> ✓ Organisational Management ✓ Governance and Accountability

The revised NPQs complete the 'golden thread' of teacher development rooted in the highest quality evidence, running from initial teacher training through to school leadership. It means that teachers will have shared terminology, and that the NPQs build on the skills that teachers have already cemented in their early years.