



ECF Programme

**The early career framework (ECF) reforms will create a step change in support for early career teachers.**

New teachers (ECTs) will now receive development support and training over 2 years instead of one, underpinned by the ECF. In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction.

The role of the mentor has been introduced as separate to the role of the induction tutor. The mentor will have a key role in supporting the ECT during induction (see para 2.43).

There are freely available [development materials](#) based on the ECF if schools want to design and deliver their own ECF based induction.

# ECF Funding

## Funding for national roll-out

5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring (Outer London £1400, Inner London £1500)

Funding for mentors to spend with early career teachers in the second year of induction - this is based on 20 hours of mentoring across the academic year (Outer and Inner London - £1100)

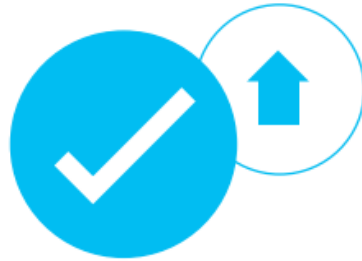
## The provider-led programme is fully funded

Providers will be paid directly so schools will not face any payment burdens. Ambition will pay per ECT and mentor depending on the programme they provide.

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 per mentor (£800)

Funding for this programme is in addition to the funding above related to time off timetable for early career teachers and their mentors.

# Ambitions approaches to partnership:



## **YOU DELIVER, WE SUPPORT**

You'll take the lead on programme delivery and making sure your participants have the best possible experience.

We provide high quality content, materials and other support, including 'training-the-trainer'.

This allows you to focus on effective facilitation, delivery and support for your teachers.



## **WE DELIVER, YOU SUPPORT**

We'll offer more direct delivery to your participants.

You will support us by providing facilitators to our faculty, known as Visiting Fellows, and by helping to recruit participants in your area.

There will be important differences between how this works on the early career framework and national professional qualifications.

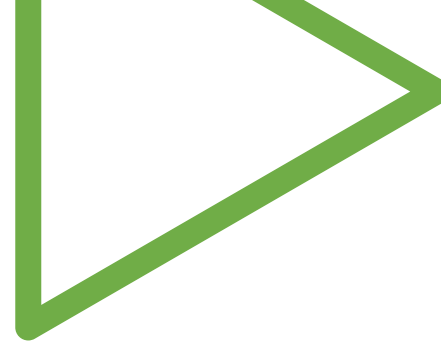
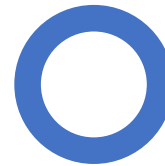
High-impact Instructional Coaching: Instructional Coaching is used as a central tool for improving quality and provision of mentoring. This is the best evidenced form of professional development for improving practice over time.

Programme is fully based on the Early Career Framework

Modular design

The focus is on developing routines and habits – the instructional coaching structure and activities each week will always be the same, but the content will be different and the mentor will bespoke and contextualise the learning for that week through the targets they set with their teacher.

# Ambition Programme Principles



# Programme overview

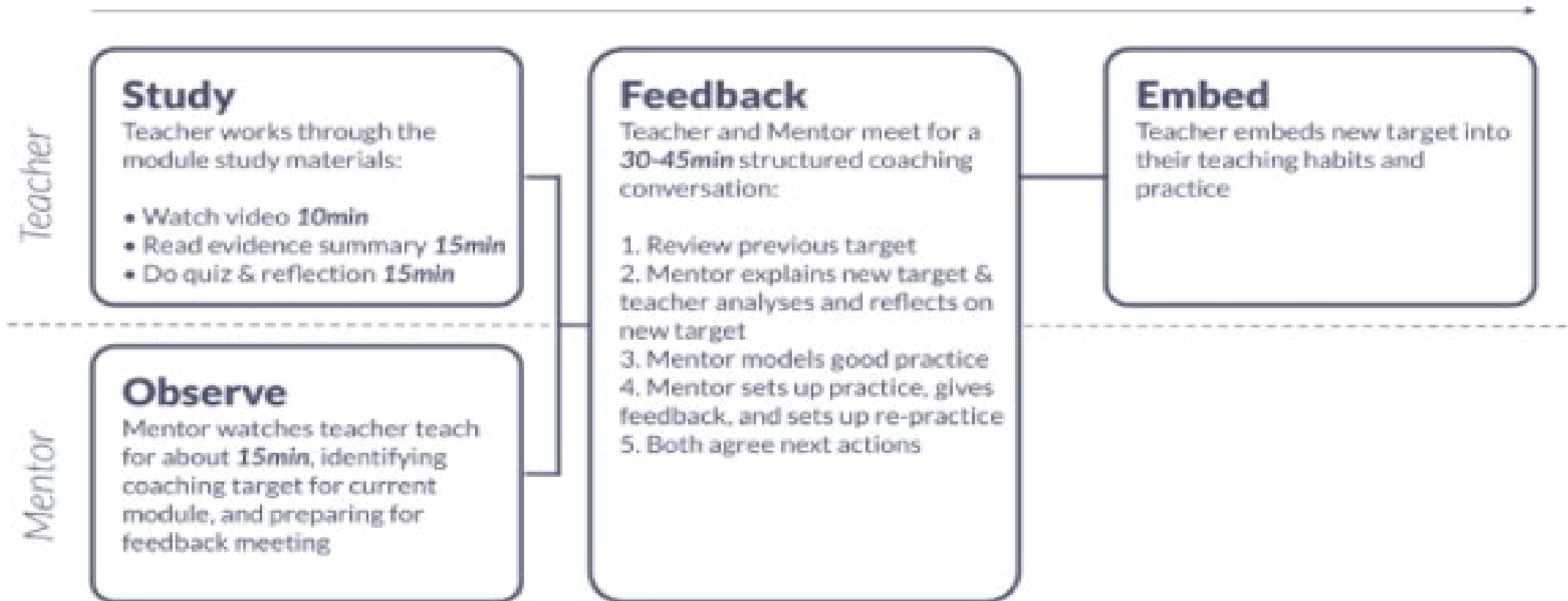
YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION MENTOR CONFERENCE ONE					MENTOR CONFERENCE TWO
		MENTOR CLINIC 1 COACH-ON-COACH 1		MENTOR CLINIC COACH-ON-COACH 2		
TWO						
		MENTOR CLINIC 3 COACH-ON-COACH 3				

Weekly Instructional Coaching between teacher and mentor

# Weekly Programme structure

*Over the course of a week*



# Roles to consider:

	The teacher	The mentor	The lead
Role	The main audience for the Early Career Framework. A practising, newly qualified <b>teacher</b> .	Each <b>teacher</b> has a <b>mentor</b> to support their development. An experienced, practising classroom teacher keen and able to support the <b>teacher</b> to develop.	Responsible for ensuring that the programme is implemented effectively across the school. Is the main point of contact for the programme. A member of the school's senior leadership team.
Responsibilities on the programme	Learning and practising aspects of the framework throughout the programme.	Ensuring that the <b>teacher</b> understands and successfully embeds their learning into their classroom practice through effective coaching.	Ensuring that <b>teachers</b> and <b>mentors</b> are supported and held to account for their responsibilities, as well as taking action to continually track and improve the programme over time in their school.

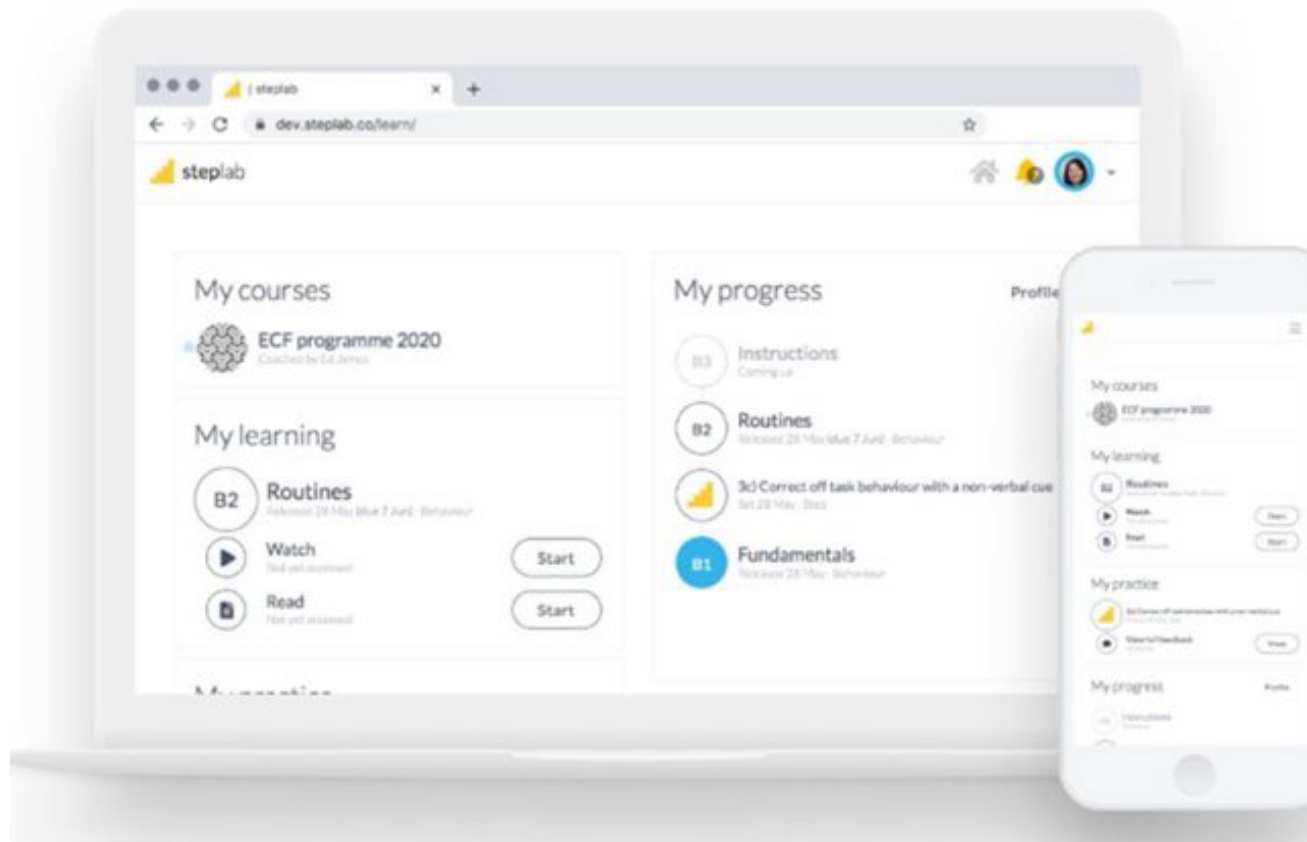


# Ambition offers...

- High quality curriculum and resources.
- Experience of a high standard of facilitation and programme delivery.
- Strong track record of responsive partnership work.
- Rigorous quality assurance.
- Access to StepLab for early career teachers and mentors.



# On-boarding support



- Intuitive partner portal
- End-to-end support from the Ambition Team
- Real time dashboard reporting

# Updated Statutory Induction Guidance

There will be two formal assessment points, one midway through induction, and one at the end of the induction period (see para 2.52).

These will be supported by regular progress reviews to monitor progress, to take place in each term where a formal assessment is not scheduled (see para 2.46).

The end of an early career teacher's induction period will continue to be marked by a decision as to whether the teacher's performance against the Teachers' Standards is satisfactory.

# Role of the Appropriate Body

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.

Schools who choose to deliver their own induction programmes, whether using Department for Education (DfE) accredited materials or the ECF itself, will need to provide information to their appropriate body to demonstrate that their programme fulfils statutory requirements.

This will not be required of schools who use a provider-led programme.

Appropriate Bodies will have the role of reviewing the 2 formal assessment reports and monitoring termly progress reviews to ensure ECTs are making satisfactory progress and quality assure the induction process.