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Support your early career teachers and their
mentors with the Early Career Framework

T **Teach
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 **Leicester &
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Teaching School Hub

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What is the Early Career Framework?

The Early Career Framework (ECF) is a two-year training and support entitlement for early career teachers and their in-school mentors, funded by the Department for Education (DfE).

All early career teachers, no matter how they initially trained, will be expected to complete it.

This two-year programme gives extended support to teachers at this critical time in their career. The training starts during a teacher's qualifying year and continues the following year.

“

The Early Career Framework is fundamental in providing a structured programme to help eradicate teacher shortages.”

Nikki Gibb, Associate Executive Principal,
Northern Education Trust

Funding

The ECF programme is fully funded by the DfE when you take the full induction programme either directly with us or through one of our delivery partners.

In the first year of the ECF, the DfE will provide funds to reduce each early career teacher's timetable by 10% and release mentors to support your ECTs.

In the second year, the DfE will provide your school with extra funding to reduce each early career teacher's timetable by 5% alongside additional funding for mentors to continue to work with ECTs.

Further information on funding and your options is available on the [DfE website](#).



Teach First's Early Career Framework programme

Our Early Career Framework programme is designed to fit in with the day-to-day realities of supporting new teachers. It's structured to help early career teachers integrate theory, practice and feedback. There's no expectation for teachers to take time out of the classroom to attend training.

Year one

Rooted in research and expertise and backed by a range of tailored resources, year one of the programme consists of six modules covering the following topics:

- 1 How can you create an effective learning environment?
- 2 How do pupils learn?
- 3 What makes classroom practice effective?
- 4 How can you use assessment and feedback to greatest effect?
- 5 How can you support all pupils to succeed?
- 6 How can you design a coherent curriculum?

Each module includes self-directed study materials with expert guidance, research and examples of best practice.

Programme members will join online or in-person seminars to discuss theory and their experiences with small groups of peers and experts.

Year two

In year two, teachers will:

- engage in subject/phase-specific learning and development
- develop their autonomy of learning
- choose from a range of leadership development modules
- continue to benefit from instructional coaching sessions with their mentor

Mentor training

Mentors will receive training to develop skills in:

- assessing teacher progress
- providing effective feedback
- using deliberate practice to accelerate progress
- how to provide further challenge to high-performing early career teachers

Mentors will have access to overview videos to complement the modules being undertaken by their ECTs, so they can tailor and align their support accordingly.

Mentors will also have the opportunity to learn from experts. Through online or in-person seminars, they'll discover the best ways to reflect on their practice and develop their instructional coaching skills.

“The content is really the most cutting-edge, evidence-based strategies and techniques there are. There are also lots of helpful videos of best practice teaching to illustrate the content, which my ECTs have said has been invaluable to them.”

John Stanier, Assistant Head at Great Torrington School (participated in the Teach First ECF early roll-out through our delivery partner, Teaching Schools South West.)

Why choose Teach First as your provider?

By choosing us as your Early Career Framework provider, you'll benefit from our:

- subject-specific and phase-specific support, designed with our subject matter experts
- expertly designed training, rated 'Outstanding' by Ofsted in all areas
- mentor support, designed with Deans for Impact
- school-led approach, developed with schools, for schools - our programme was created by our expert teacher educators working with school trusts
- flexibility, with our online learning platform and resources that fit around teachers' timetables
- experience, with 20 years of helping new teachers get better, faster – whether they trained with us or not

Supporting wellbeing

Early career teachers and mentors also get access to an extra module designed to help them manage their workload and wellbeing, as part of our continued support for teachers.

“

Teach First are proving to be brilliant partners in the best sense of the word: bringing added value through the quality of their curriculum and materials, and listening carefully to our needs and suggestions for improvement.”

Roger Pope CBE, Education South West and Teaching Schools South West (Teaching School Hub)

**Ofsted**
Outstanding
Provider

“

ECTs receive expertly designed training that is calibrated exceptionally well to meet their needs.”

Ofsted inspection, April 2023



Our subject matter experts

A subject matter expert is attached to each of our modules on the programme. These experts provide advice, guidance and resources, and assist with the structure and design of the content. They help us consider how we pitch the content to meet the needs of all early career teachers and how to incorporate subject- and phase-specific content.

All our experts create video content for the modules, including:

- an introduction to the module itself
- videos explaining complex concepts, research and, where appropriate, examples of practice teachers can use as models



Experts by module

Module 1: How can you create an effective learning environment?

Tom Bennett – Director and founder of researchED, a Teacher Fellow of Corpus Christi College, Cambridge University and the author of four books on teacher training, behaviour management and educational research.

Module 2: How do pupils learn?

Benjamin Riley – Founder and Executive Director of Deans for Impact, a national non-profit organisation dedicated to ensuring every child is taught by a well-prepared teacher.

Module 3: What makes classroom practice effective?

Claire Stoneman – Founder of researchED Birmingham, Director at Exemplary Leadership Programme (ELP), member of the steering group of the Midlands Knowledge Schools Hub and a member of Ofsted's working group for the English curriculum.

Module 4: How can you use assessment and feedback to the greatest effect?

Evidence Based Education – We are working with three experts from Evidence Based Education, Rob Coe (Director of Research and Development), Stuart Kime (Director of Education) and Mick Walker (Chair of the Advisory Board). By developing tools and delivering training they aim to improve learner outcomes worldwide.

Module 5: How can you support all pupils to succeed?

Driver Youth Trust – A national charity focused on improving outcomes for learners with special educational needs. They work in partnership with schools to ensure all learners with literacy difficulties and SEND access an education that is responsive to, and inclusive of, their needs.

Module 6: How can you plan a coherent curriculum?

Ed Vainker – Executive Principal of Reach Academy Feltham which opened in 2012 and was judged outstanding in 2014. He's the co-founder and Director of the Reach Children's Hub.

What the programme looks like for early career teachers in year one

Time commitment

All the training is flexible to fit around each teacher. In year one, ECTs will:

- attend a full induction
- spend a total of four and a half hours each half-term learning content online - this online content has been broken down into weekly bitesize chunks, to help support the teacher fit their learning into the half term
- attend two live online or in-person training sessions each half term, lasting an hour and a half each, exploring more complex content
- spend an hour each week with their mentor, either being observed, receiving feedback or discussing a topic in-depth to enhance their understanding

What does a module look like in year one?

Self-directed study

4 hours 30 min of self-directed study, encompassing a range of exemplification materials, online activities and reflection.

Group seminars

Two 1 hour 30 min small group seminars to discuss and debate the core content with fellow early career teachers.

Instructional coaching

A half termly cycle of agreeing development needs, providing opportunities to translate theory into practice and receive feedback, as the ECT works through the course with their mentor.



Year one

The Teach First programme is made up of six modules, one per half term, as follows:

Module 1

- How can you create an effective learning environment?
- Establishing classroom routines and creating a culture of mutual trust and respect, to ultimately make an effective learning environment.



Module 2

- How do pupils learn?
- The importance of memory, avoiding cognitive overload and building pupils' long-term memory.



Module 3

- What makes classroom practice effective?
- Effective classroom practice, such as retrieval practice, instruction and modelling, and using questioning effectively.



Module 4

- How can you use assessment and feedback to the greatest effect?
- The importance of assessments, planning assessments and monitoring pupil work for misconceptions, and making feedback purposeful and manageable.



Module 5

- How can you support all pupils to succeed?
- Supporting all pupils to succeed through adaptive teaching, and teaching pupils who require a greater level of support.



Module 6

How can you design a coherent curriculum?
Supporting pupils to build mental models and teaching a coherent curriculum.

“

So far, I have found the programme brilliant. I have learned a lot from the online modules and seminars and I have met a community of other ECTs in the same position as myself. I find it to be really manageable alongside my day to day teaching”.

Early career teacher, 2022 ECF cohort

Each module includes self-directed study materials with expert guidance, research and examples of best practice. Much of the content is supported by video examples to show how theory translates into practice. All classroom footage has been filmed in real schools and features real teachers and classes. Each module contains pre- and post-module quizzes to help ECTs evaluate their development and support rapid progress.

ECTs will join online or in-person training sessions to discuss theory and their own experiences with small groups of peers and experts. Mentors will be trained on having instructional coaching conversations with their early career teachers.

ECTs also receive access to the optional module 'Excellent Teaching in Special Schools'. This module provides further support and guidance for ECTs working in special schools or with pupils with SEND.

What the programme looks like for early career teachers in year two

What's on offer

Year two content will be phase/subject-specific, building on concepts developed in year one. This is important to the early career teacher's success – recent research has highlighted that phase/subject-specific continuous professional development (CPD) has a greater impact on pupil outcomes (Cordingley et al., 2015).

Teachers will deepen their subject- or phase-specific knowledge on our unique programme through:

- phase/subject-specific seminars, designed and delivered by subject or phase matter experts
- one-to-one instructional coaching with mentors
- retrieval quizzes to support early career teachers identify areas of Year one content to revisit
- prompts for reflection, critical to change teacher action over time and prevent over-reliance on habits (Hobiss et al., 2020)
- additional research and resources to stretch early career teachers, especially in domains where they are already proficient

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The way the second year runs allows for development, but also the freedom to practise teaching.

"I enjoy the way we are able to observe other teachers in practice and how this is tailored to my own specific development areas.

"I think the seminars are well spaced out and are not happening too frequently which allows for a good work life balance."

Early career teacher, 2022 ECF cohort

Time commitment

In year two, early career teachers will:

- attend a year two induction
- continue to have access to all the online materials from year one, including stretch content to deepen their knowledge
- complete 45 minutes of self-directed study each half-term
- meet their mentor for an hour every two weeks
- attend a phase/subject-specific seminar every half term to collaborate on learning and development

In their final term, early career teachers will have access to four additional modules to help develop their learning. These four leadership modules will help early career teachers prepare for their next step in school, helping the transition to new roles but also supporting schools to retain great teachers. The four optional leadership modules are:

- Implementing research into your classroom practice.
- An introduction to becoming a careers leader.
- An introduction to effective mentoring.
- Preparing for middle leadership.

Early career teachers will also have access to a wellbeing course.



What the programme looks like for mentors

The role of the mentor

A mentor is the most important person to a new teacher. In the first week of term, mentors will meet with their allocated ECT. This provides the opportunity to discuss ways of working and specific areas for the ECT's development, with a focus on the first module related to behaviour and high expectations.

In both years, mentors will attend an induction in the first half term. It will provide them with everything they need to know about how to support their allocated ECT through the Early Career Framework, including effective mentoring and how to use instructional coaching to enhance teacher development.

Mentors will spend one hour per week with their ECT, to identify and support key areas of development. This could include either a short drop-in lesson observation, providing feedback and instructional coaching, or discussing a topic in-depth to help enhance understanding of a concept within the school context. This reduces to one hour every two weeks in year two.

Time commitment for mentors – year one

- Full induction.
- Weekly instructional coaching interactions with their early career teacher.
- Six 1-hour seminars and a related optional self-directed study session, one per half term.
- Mentors are expected to engage with weekly overview videos, which support them to understand how they can best support their ECT each week (approximately one hour per half term).

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The programme is well-structured and helps provide a clear focus for interactions between mentors and ECTs.

Mentor, 2022 ECF Cohort

Time commitment for mentors – year two

- Year two induction.
- Two 1-hour seminars.
- Two mentor assessments (30 minutes each).
- Optional self-directed study sessions.
- Three interactions with ECTs each half term that follows a development cycle. These interactions will enable mentors to identify areas of development with their ECT, discuss progress and learnings from ECTs engagement in seminars and observations, and give feedback from drop-in observations and carry out deliberate practice.

Support for mentors

At the beginning of the programme, mentors will receive training which covers:

- how novice teachers learn best
- effective observation and feedback strategies
- using instructional coaching to accelerate progress
- how to provide further challenge to high-performing early career teachers

In addition, mentors will have one 1 hour seminar every half term to reflect on their practice and develop their core mentoring skills.

To help support mentors in choosing a focus for the weekly meetings, they will have access to a mentor handbook. This outlines a recommended structure and sequence for mentor and early career teacher interactions. It also details key questions and talking points for each week of every module.

Much like the early career teacher, mentors will also have access to a wellbeing course throughout the two years of the programme. They will also have access to all online content available to the early career teachers.

Teach First's mission

Teach First is a charity that believes education is the most powerful tool to help children fulfil their potential.

We create a community of leaders, both within and beyond the classroom, with a shared dedication to ensuring the poorest children achieve their full potential.

We work with schools to make three things happen:

Great teachers

We help people develop into inspiring teachers. And we support them every step of the way as they discover their potential.

Brilliant leaders

Behind every great school is a great leadership team. We support talented teachers to become inspiring and effective leaders at every level.

Thriving schools

We connect schools to networks of support. And we work hard to create a positive policy environment. All so schools can make an even bigger difference.

“

If we are to recruit and retain highly effective and committed teachers to meet the needs of our young people, investment in consistent, high-quality professional development is vital.”

Brendan Tapping, CEO, Bishop Chadwick Catholic Education Trust



teachfirst.org.uk

Registered charity, no. 1098294