



## Frequently Asked Questions (FAQs) for School Leaders and Induction Tutors

We have collated the most frequently asked questions and provided answers.

Question	Answer
<b><i>What is the Early Career Framework?</i></b>	<p>The Early Career Framework (ECF) is a funded, 2-year package of professional development, available to early career teachers (ECTs) from September 2021. It forms part of the DfE's teacher recruitment and retention strategy and aims to improve the training and development available to teachers.</p> <p>Our goal is to offer a coherent, evidence-based and highly impactful professional development pathway for teachers and leaders at all levels, which will make a tangible impact on classroom practice, school culture and pupil outcomes</p>
<b><i>Do I have to take part in the programme?</i></b>	<p><b><i>Schools can choose one of three options:</i></b></p> <ol style="list-style-type: none"><li>1. Take part in a funded provider-led programme (FIP)</li><li>2. Deliver your own training using DfE-accredited materials and resources (CIP)</li><li>3. Design and deliver your own ECF-based induction (DIY)</li></ol> <p>Most schools are expected to opt for a funded provider-led programme (FIP).</p>

<p><b><i>What is the funded provider-led programme, also known as the Full Induction Programme (FIP)?</i></b></p>	<p>Schools can choose to work with a provider who has been accredited by the DfE and who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. We are working in partnership with our national network of school Delivery Partners to lead the programme locally.</p>
<p><b><i>Who is eligible to register for a FIP?</i></b></p>	<p>All state-funded schools are eligible to take part in the programme with the exception of:</p> <ul style="list-style-type: none"> <li>• Independent School,</li> <li>• Higher education institution,</li> <li>• Secure units,</li> <li>• Institution funded by other government department,</li> <li>• Service children's education,</li> <li>• British schools overseas,</li> <li>• Offshore schools,</li> <li>• Other independent special school</li> <li>• Welsh establishments.</li> </ul>
<p><b><i>Is the FIP fully-funded?</i></b></p>	<p>This is a DfE funded programme and by agreeing to take part schools will receive:</p> <ul style="list-style-type: none"> <li>• Funding for an additional 5% off timetable for ECTs in their second year</li> <li>• 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</li> <li>• An additional 36 hours of backfill time for mentors of early career teachers to spend on their own training</li> </ul> <p>Further information can be found here: <a href="https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview">https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview</a></p>

<p><b>How will the school receive payment?</b></p>	<p>The funding amount is calculated by taking the average salary of mentors and early career teachers, split by region.</p> <p>This data will be collected through the school workforce census to ensure there is minimal administrative burden for schools. State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.</p>
<p><b>What does the programme with Education Development Trust consist of – Materials and Delivery</b></p>	
<p>Education Development Trust are working in partnership with a national network of Delivery Partners and have developed a blended programme in collaboration with specialist organisations such as Sheffield Hallam University, The Bell Foundation and IRIS connect.</p> <p>Both early career teachers and mentors will have access to high quality materials based on current research, via an online platform. They will also be invited to both larger regional events and smaller local group sessions for face-to-face training. Time is also allocated for 1:1 meetings.</p>	
<p><b>How long is the programme?</b></p>	<p>Each cohort, beginning in September each year, will remain on the programme for 2 years.</p>
<p><b>Is this part of an early career teachers Assessment?</b></p>	<p>The DfE have been clear that, whilst all ECT's should be offered an ECF based induction, the Early Career Professional Development Programme should not be used as part of the assessment process.</p>
<p><b>How much time will mentors need to spend on the programme?</b></p>	<p>The mentoring programme will ensure that each mentor is confident with their knowledge of the Early Career Framework and develops their knowledge and skills in mentoring so that the ECTs they work with get the very best from the programme. These highly skilled mentors will become the primary source of support and challenge to ECTs.</p> <ul style="list-style-type: none"> <li>• One-day event regional event.</li> <li>• One-hour webinars to introduce and explore the focus for each half term.</li> </ul>

	<ul style="list-style-type: none"> <li>• Four face-to-face sessions to develop knowledge and skills in mentoring, aligned to the Mentor Standards with input from specialist organisations.</li> <li>• Regular peer-coaching sessions to discuss progress and challenges with a ‘buddy’ mentor.</li> </ul>
<p><b>How much time will early career teachers need to spend on the programme?</b></p>	<p>We will provide time and space for ECTs to reflect on and challenge their own practice, centred around mentoring, face-to-face sessions and self-study activities.</p> <p>Each of these activities will provide opportunities to learn from research on effective teaching practice, try out and reflect on ideas in the classroom, and plan future learning.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> <li>• One-day regional event</li> <li>• Regular webinars to provide opportunities for reflection and discussion.</li> <li>• Regular mentor sessions exploring content with a focus on learning, practicing and reflecting.</li> <li>• Carefully timed self-study on each of the ECF concepts.</li> <li>• Four face-to-face sessions with expert input from specialist organisations exploring effective classroom practice across settings, phases and specialisms.</li> </ul>
<p><b>Who will be delivering the face-to-face training?</b></p>	<p>Whilst all the facilitators will be trained by Education Development Trust they will be recruited and quality assured by your local Delivery Partner.</p>
<p><b>What do the early career teachers and mentors cover in the self-study materials?</b></p>	<p>Both ECTs and mentors work through a sequence of material called Blocks which are accredited by the DfE and endorsed by the Education Endowment Foundation. They will cover areas such as:</p> <ul style="list-style-type: none"> <li>• behaviour management</li> <li>• pedagogy</li> </ul>

	<ul style="list-style-type: none"> <li>• curriculum</li> <li>• assessment</li> <li>• professional behaviours</li> </ul> <p>Each Block is released at the start of every half-term via an online platform which schools, ECTs and Mentors will all have access to.</p>
<b>How do mentors and early career teachers work through each Block?</b>	We recommend that they aim to complete one Block per half term. Following this schedule will enable them to complete all 6 Blocks for the academic year by the end of summer term.
<b>My early career teacher only works part-time can they still access the programme?</b>	As part of their statutory induction all ECTs should take part in an ECF-based induction.
<b>My early career teacher doesn't start until part way through the year – can they start mid-way through the year or should they wait until September 2022 to start?</b>	We are working closely with the DfE to clarify the situation for late- starters and will update these FAQ's as soon as we have a response.
<b>I can't release all my early career teacher and mentors to attend a scheduled event – will this affect their progress?</b>	All schools will receive enough funding to cover the release time required to take part in the programme, however, if this is not possible, we can work with you to resolve this issue.
<b>What happens if my early career teacher moves to a school who is using a different lead provider?</b>	We would be happy to discuss the programme with the new school to ensure the ECT can continue receiving the high-quality CPD.
<b>How will this programme impact on</b>	The ECF lays out the number of hours mentors should be engaging with training, and this is the

<p><b>early career teachers and mentors workload?</b></p>	<p>same across all four providers. Education Development Trust and the DfE have considered workload carefully when setting out these requirements for both early career teachers and mentors.</p>
<p><b>Will this feel like extra workload for early career teachers?</b></p>	<p>The programme has been designed to ensure that the strengthened induction will not add to the workload of early career teachers. It is delivered entirely in their time away from the classroom in the reduction in working hours that early career teachers are entitled to. In addition to the 10% timetable reduction in their first year of induction, under the strengthened induction early career teachers will be entitled to 5% time away from the classroom in their second year of induction.</p>
<p><b>Assessment</b></p>	
<p><b>How will ECTs be assessed and what is the involvement of the appropriate body?</b></p>	<p>The programme is designed to support the development of early career teachers and is <b>not an assessment tool</b> and does not replace a school's chosen appropriate body assessment process. The ECF should not be used to assess teachers or make decisions relating to their pay.</p> <p>This programme does not affect when a teacher will gain QTS status.</p>
<p><b>Role of the mentor</b></p>	
<p><b>Who can become a mentor?</b></p>	<p>Mentors play a vital role in supporting and developing ECTs and the DfE have clarified the roles and responsibilities of mentors as part of the updated <a href="#">statutory guidance</a>.</p> <p>It is at the discretion of the head teacher to determine the right mix of skills and experience that they expect mentors in their schools to have, as they are in the best position to judge their own requirements.</p> <p>This programme includes a development pathway for in-school mentors. They will become the primary source of challenge and support for the ECTs in their school.</p>

