



# ECF (Early Career Framework)



# What is the ECF?

A two-year training and support entitlement for early career teachers (ECTs) and their in-school mentors

Gives extended support to teachers at this critical time in their career. The programme starts after ECTs have achieved Qualified teacher status (QTS)

Both early career teachers and mentors are funded by the DfE.

“

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

**Nikki Gibb**, Associate Executive Principal,  
Northern Education Trust



# Key Benefits

- Fully funded by the DfE if you have an eligible ECT at your school.
- Online, in-person and phase-specific content rooted in research and written by experts.
- Training for a middle leader to be the ECT's mentor.
- Training for a senior leader to introduce and manage ECF provision in your school.
- Free membership and resources from the Chartered College of Teaching for each ECT and mentor.
- Optional modules on wellbeing and career progression.



# Teach First's ECF Programme

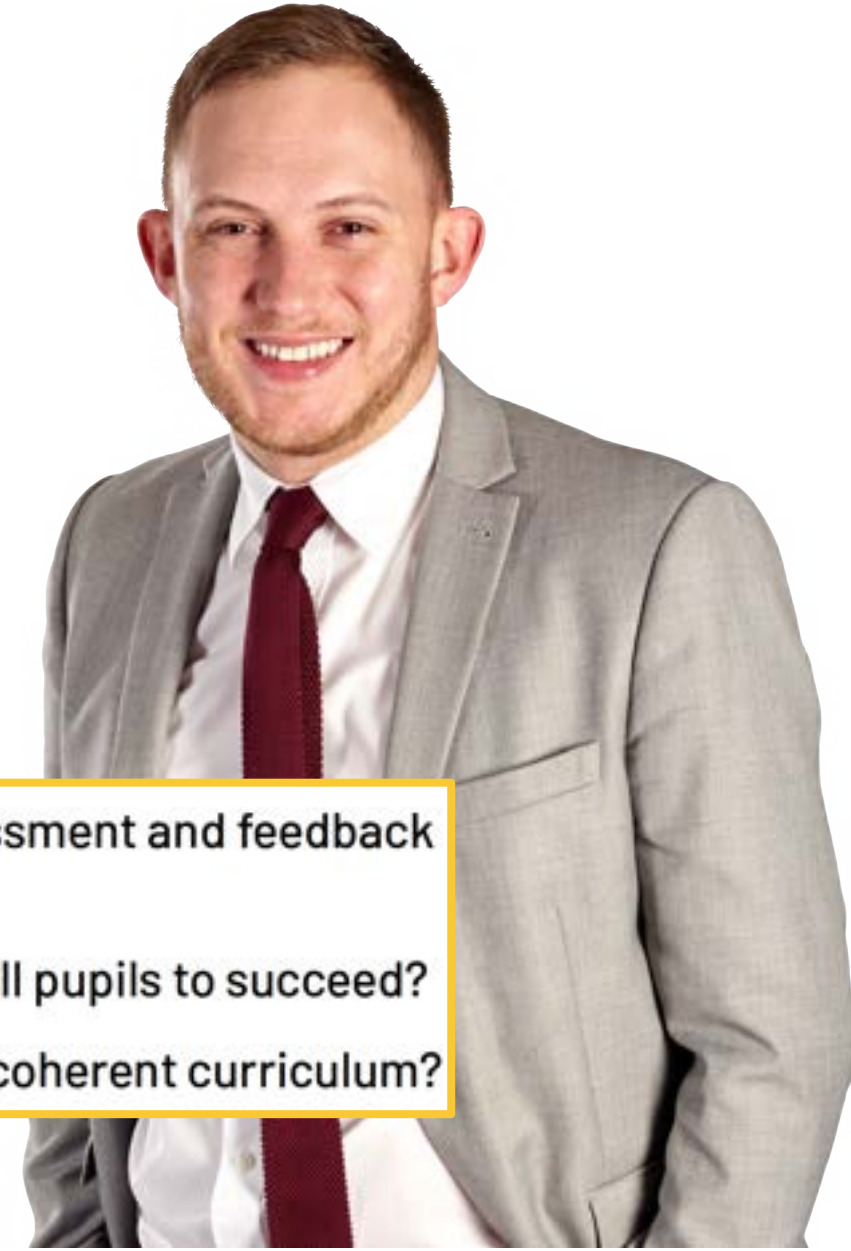


- Designed to fit in with the day-to-day realities of supporting new teachers
- Structured to help early career teachers integrate theory, practice and feedback.
- Rooted in research and expertise and backed by tailored resources (self-directed study material, research and examples of best practice)
- Programme members will join online or in-person seminars

## Year one modules

- 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?



# Teach First's ECF Programme



## 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 career development modules (including Implementing research into your classroom practice, An introduction to becoming a careers leader, An introduction to effective mentoring, and Preparing for middle leadership)
- continue to benefit from instructional coaching sessions with their mentor



### 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's ECF Programme



## Additional mentor training

- Online or in-person seminars to complement the modules being undertaken by their ECTs
- Opportunity to learn from experts through half-termly online or in-person seminars

Mentors will receive training to develop skills in :

- assessing teacher progress
- providing effective feedback
- using deliberate practice to accelerate progress
- how to provide further challenges to support the progress of high-performing ECTs



# How we work with Teach First

## Teach First

- Design a high-quality curriculum, hosted on their online platform
- Support with recruitment marketing
- Provides training and support for onboard programme members
- Provide clear programme materials and communications

## We

- Support the design process and feed into the quality of the programmes
- Attract, recruit and select programme members
- Ensure programme members are fully signed up and ready to start
- Facilitate all training to programme members
- Send communications to schools/programme members and report activity

# Why choose Teach First?



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
- 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 world-class online learning platform and resources that fit around teachers' timetables
- expertise, with cutting-edge, research-led training, supported by experts in education
- experience, with 20 years helping new teachers get better, faster - whether they trained with us or not



“ 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.



# Our subject matter experts



A subject matter expert is attached to each modules. These experts provide advice, guidance and resources, and assist with the structure and design of the content.

## Module one: How can you create effective Learning environments?

**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 two: 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 three: 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 four: 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 five: How can you support 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 six: How can you design 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.



# Year one in detail

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 support the teacher to fit their learning into the half term
- attend two live online or in-person training sessions, 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

## Self-directed study

4 hours 30 mins of self-directed study. 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, practising your craft, receiving rich feedback and having the opportunity to practise with your mentor.



# Year one modules



The Teach First programme is made up of six modules, one per half term.

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

## Module one

**How can you create effective learning environments?**

Establishing classroom routines and creating a culture of mutual trust and respect to ultimately make an effective learning environment.

## Module two

**How do pupils learn?**

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

## Module three

**What makes classroom practice effective?**

Effective classroom practice, such as retrieval practice, instruction and modelling, and using questioning effectively.

## Module four

**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 five

**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 six

**How can you design a coherent curriculum?**

Supporting pupils to build mental models and teaching a coherent curriculum.

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. ECTs will join online or in-person training sessions to discuss theory and their own experiences with small groups of peers and experts.

# Year two in detail

Year two content will be phase/subject-specific, building on concepts developed in year one.

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

- phase/subject-specific training sessions, designed and delivered by subject or phase matter experts
- one-to-one instructional coaching with mentors
- pre- and post-module quizzes, helping early career teachers evaluate their development, supporting rapid progress
- 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

# Year two 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 the summer term, early career teachers will have access to four additional modules to help develop their learning.

These modules cover:

- 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.

# The role of the mentor



A mentor is the most important person support role for an ECT

In both years, mentors attend an induction in the first half term to support confidence in mentoring and coaching techniques.

Mentors are expected to engage with weekly overview videos, which support them to understand how they can best support their ECT each week and complete self-directed study.

## Time commitment for mentors – year one

- Full 6 hour induction
- Overview videos – 1 hour per half term
- Seminars – 1 hour per half term
- Self-directed study - 30 min per half term
- Weekly mentoring sessions.



# Mentor time commitment cont.

In **year two**, early career teachers will:

- Year two induction – 4 hours 30 mins. 3 hour seminar and 90 mins self directed study.
- Self-directed study – 30-45 min per half term
- Seminars – 1 hour per half term
- Mentoring – fortnightly sessions
- Optional demonstration – 1 hour per half term
- Three interactions with their ECT each half term that follows a development cycle.

## 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 seminars every half term

A mentor handbook to support weekly meeting planning is also provided

Access to a wellbeing course throughout the two years

# Time Commitment Summary\*

	Early Career Teacher		Mentor	
	Year 1	Year 2	Year 1	Year 2
<b>Mentoring Interaction</b>	Each week	Each fortnight	Each week	Each fortnight
<b>Induction</b>	6 hours face to face	6 hours face to face	6 hours face to face	3 hours face to face 1.5 hour self-directed
<b>Self-Directed Learning</b>	4.5 hours per half term	45 mins per half term	6 x 30 minutes (one per half term)	6 x 30 minutes (one per half term)
<b>Seminars</b>	12 x 90 minute seminars (two per half term)	6 x 90 minute seminars (one per half term) 6 opportunities to observe experts	6 x 60 minutes (one per half term)	6 x 60 minutes (one per half term)
<b>Optional</b>	Stretch content in each module Teacher wellbeing course Career progression modules			

Can be edited if your structure differs



# Impact so far

**82%** of ECTs said they were very satisfied or satisfied with the ECF

**93%** rate the quality of support from their mentors as good or very good

**94%** agree that mentors help them identify action steps, practice key skills and offering pastoral support

Nearly **80%** of ECTs agree there's sufficient flexibility around how and when they can access the course content



# ECT and Mentor Feedback

“ It's improved my practice, definitely, because it's made me think about aspects of my training last year that I wasn't focusing on, and it's been a reminder to consider those elements and bring them into my lessons. So I have found that useful. Really useful, actually.

**ECT Focus group, May2022**

“

It is great having easy access to evidence-based learning science on how to improve teaching, both through the reading and summary videos available to mentors.

This enables mentors to support ECTs in developing their practice (and importantly, the reasons why certain techniques should be employed) and also allows mentors to develop their own practice.

**Mentor survey, February 2022**

**Great teachers**

**Brilliant leaders**

**Thriving schools**



Thank you.

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