Teach First

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EARLY CAREER FRAMEWORK

YEAR ONE | ECF LEAD/INDUCTION TUTOR
PROGRAMME GUIDE
2022 COHORT

Funded by
Department for Education

Early Career Framework – Year one

6 modules
(1 per half term)

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?

Optional

- Stretch content
- My wellbeing module

Time commitment for ECTs

Induction
6 hours

Self-directed study
4 hours 30 min per half term

Seminars
2 x 1 hour 30 min seminars per half term

Mentoring
Weekly sessions

Time commitment for mentors

Induction
6 hours

Overview videos
1 hour per half term (approx.)

Seminars
1 hour per half term

Self-directed study
30 min per half term

Mentoring
Weekly sessions

Early Career Framework – Year two

6 development cycles (1 per half term)

1. Developing pupils' intrinsic motivation
2. Supporting pupils to develop subject-specific skills
3. Using meaningful and memorable explanations
4. Anticipating and addressing common misconceptions
5. Using structured talk to develop pupils' literacy
6. Developing a coherent curriculum

Optional

- Implementing learnings from educational research
- An introduction to effective mentoring
- An introduction to becoming a careers leader
- Preparing for middle leadership

Time commitment for ECTs

Induction
6 hours

Self-directed study
45 min per half term

Seminars
1 hour 30 min per half term

Mentoring
Fortnightly sessions

Demonstration
1 hour per half term

Time commitment for mentors

Induction
4 hours 30 mins
(3 hour seminar, 1 hour 30 min 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

Contents

Introduction 5
About the Early Career Framework 6
Working with Teach First 7
Roles and responsibilities 9
Programme structure 11
Overview 11
ECT and mentor commitments 11
Mentor training and responsibilities 15
Instructional coaching 17
Year two 19
ECF Lead/induction tutor: delivering the programme 20
Appendices
A: Feedback model 23
B: Setting precise actions steps 25
C: Programme member code of conduct 27
References 30

Introduction

Welcome to the Teach First Early Career Framework (ECF) programme. We're delighted to be working with you and your school to ensure your early career teachers (ECTs) have the best possible start to their teaching career. This programme has been designed with experts to incorporate best practice. It is underpinned by the most up-to-date research to support you, your mentors and your ECTs.

This programme guide will support you with the delivery of the programme in your school. It contains:

- an overview of the Teach First ECF programme
- mentor and ECT roles and responsibilities
- ECF Lead/induction tutor role and responsibilities
- instructional coaching method
- appendices include the feedback model and setting precisie action steps

About the Early Career Framework

The Early Career Framework (ECF) is a fully-funded, two-year package of structured training and guidance for early career teachers (ECTs). The ECF is at the heart of the DfE's teacher recruitment and retention strategy to transform the support teachers get at the beginning of their careers. It's informed by the best available research and ensures you have the dedicated time you need to focus on your ECTs' development.

All ECTs, no matter how they initially trained, are expected to complete the ECF. It has replaceed the one-year induction. The training starts at the beginning of a teacher's first year in teaching and continues throughout the following year.

DfE funding

The ECF is fully funded by the DfE. Schools receive funding to reduce an ECT's timetable in year one of the programme. They will also receive an additional amount to allow for the 5% reduction in timetable in year two of the ECF programme. Schools will also receive funding to provide mentors with time to both work with their ECT and also engage with training. Funding schools receive is dependent on mentors and ECTs engaging with the programme. Teach First will collect engagement data for all programme members, which will be shared with the DfE.

Full details of the ECF including eligibility and funding can be found here.

Working with Teach First

By working with Teach First, your school will benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Local delivery:** Programme delivery by local experienced teachers.
- **Experience:** Over 15 years helping new teachers get better, faster – whether they trained with us or not.
- **Expertise:** Cutting-edge, research-led training, supported by experts in education.
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Tailored:** Subject- and phase-specific support from our specialists, for teachers and their mentors.
- **Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.
- **Chartered College of Teaching:** Free membership for teachers and mentors. This gives them access to the world's largest education database, invites to networks and exclusive events and opportunities to shape policy through consultation and roundtables.

"The content is really the most cutting-edge, evidence-based strategies and techniques there are. There are also lots and lots of helpful videos of best practice teaching to illustrate the content which my ECTs have said has been invaluable to them. The content is concise and easy to work through for both mentors and ECTs. Neither of my ECTs see the online content as a burden but a helpful additional resource to help them."

John Stanier, Assistant Head at Great Torrington School

Great Torrington School participated in the Teach First ECF early roll-out, through our Delivery Partner TSSW.

Access to the My Wellbeing course

ECTs and mentors can access materials and resources from Teach First's My Wellbeing course. The course can be accessed via the Brightspace platform and is designed to help a teacher perform and feel at their best.

Both ECTs and mentors can engage with the course as much or as little as they wish.

It will support them to develop knowledge and understanding in the following areas:

- Developing knowledge of the emotional regulation systems.
- Increasing the daily experience of recovery.
- Raising awareness of the narratives you hold about yourself.
- Reflecting on your personal values and how they guide your life.

Course delivery

MY TEACH FIRST

My Teach First is the online platform your teachers will use to access self-directed study materials. They'll receive their log in information around the time they receive their welcome email. If they've not received it 5 working days after receiving their welcome email or have any technical issues, they can get in touch via the 'contact us' button on My Teach First.

BRIGHTSPACE

Brightspace is the learning platform that hosts all our online content. You will get your own access to Brightspace through My Teach First using the Brightspace Learning Platform link on your home page. This will allow you to see all the content your ECTs and mentors will have access to. You will also be able to monitor how much they are engaging with the programme.

Roles and responsibilities

Thank you for taking on the role of ECF Lead/induction tutor. We know that having a supportive senior colleague in school is often the key to success for great teachers.

Overview of roles

EARLY CAREER TEACHER (ECT)

An Early Career Teacher (ECT) has successfully completed their teacher training and is in their first two years of teaching. They are entitled to a two year programme of support aligned to the Early Career Framework . The term ECT supersedes Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT).

MENTOR

The mentor is a subject or phase specialist in your school. They are responsible for the progress of the ECT, meeting with the ECT regularly to support their development.

ECF LEAD/INDUCTION TUTOR

The ECF Lead/induction tutor is appointed by the headteacher/principal and has overall responsibility for the development of an ECT, providing regular monitoring, support, and coordination of assessment. The ECF Lead/induction tutor will conduct the formal assessment at the end of each year, against the Teachers Standards, the results of which are shared with the appropriate body. They may also be referred to as ECF induction tutor or ECF induction coordinator.

SEMINAR FACILITATORS

Seminar facilitators are experienced practitioners who are experts in training teachers. These sessions will either be online or delivered in person.

DELIVERY PARTNERS

Partners working with Teach First to deliver the Early Career Framework programme in your school. All delivery partners are highly experienced in training and supporting teachers as well as leading local and national networks. Delivery partners will be leading the ECF programme for you and your mentor in school.

Overview of responsibilities

So that you have a clear understanding of how you can best support this programme in your school, we have outlined the responsibilities of ECF Leads/induction tutors, mentors and ECTs below.

RESPONSIBILITIES		
ECF LEAD/INDUCTION TUTOR	**MENTOR**	**EARLY CAREER TEACHER**
Should: • be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme • make sure the programme complements statutory induction • make sure timetables allow for engagement • maintain ECT engagement • select an appropriate mentor • follow the process for changing mentors • quality assure the programme	Should: • be an experienced teacher who is "paired" with the early career teacher to support them directly through the programme • complete the induction • monitor ECT engagement • arrange interactions • select the highest leverage area of development • engage with demonstrations • complete self-directed study • attend seminars • inform delivery partner if they can't attend the seminar	Should: • engage with self-directed study • attend seminars • arrange demonstrations • attend demonstrations • inform delivery partner if they cannot attend a seminar

Programme structure

Overview

Over the two years of the programme, ECTs will complete online study materials, have regular mentor interactions and attend seminars.

To support with the implementation of the programme and the development of the ECT and mentor, a facilitator will be assigned to work with your school, delivering both the ECTs' seminars and mentor training. Our facilitators are experienced practitioners who are experts in training teachers.

ECT and mentor commitments

INDUCTION

At the beginning of each year, ECTs and mentors will have an induction to complete. This will help both ECTs and mentors to understand the purpose and structure of year one. The following table is a high-level overview of what the inductions will consist of, but further detail can be found later in the handbook under ECT training and mentor interaction.

INDUCTION		
AUDIENCE	TRAINING	DURATION
ECT	Seminar	6 hours
Mentor	Seminar	6 hours

IN-YEAR TRAINING

ECTs and mentors will engage with training and activities throughout the year. The following table outlines what will take place each half term in year one:

TRAINING AND ACTIVITIES	
ECT	MENTOR
• Weekly interactions with their mentor (1 hour each) • Self-directed study (4 hour 30 min) • Attend two seminars (1 hour 30 min each)	• Weekly interactions with ECT (1 hour each) • Watch overveiw video (1 hour) • Attend 1 hour seminar with 30 min self-directed study per half term (1 hour 30 min total)

ECT training and responsibilities

In year one, the ECT's training is set out across six modules, with a focus on one module per half term. Outlined below are the commitments they will make to each element of the programme.

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

TIME ALLOCATION FOR ECT	
PROGRAMME ACTIVITY	TIME
Weekly mentor interactions These are the in-school interactions between the ECT and your subject-specific mentors	1 hour per week
Self-directed ECT study This content is accessed online by the ECT in their own time	4 hour 30 min per half term
ECT seminars Webinars delivered by the facilitator	Two per half term Each seminar is 1 hour 30 min long

ECT RESPONSIBILITIES

Engage with self-directed study

Each half term, ECTs will need to complete 4 hours 30 min of self-directed study, which they can do at their own pace. The self-directed study material is broken down into six modules, covering the standards set out by the ECF. It will all be available on My Teach First. The content has been broken down into weekly sessions – we recommend these are completed at the beginning of each week as the accompanying mentor interactions will be based on the content. At the end of each module, there's an additional session called 'stretch material'. This is an optional session designed to further your ECT's understanding of a certain area or topic linked to the module focus. They can access this at any time throughout the module. Each stretch session takes about 1 hour 30 min.

All of the modules and self-directed sessions will be made available for your ECT to access. This will allow for an element of flexibility so mentors and ECTs may focus on a specific session that is the most pertinent to their needs at that point in time. Although there is a suggested sequence, personalising the route for ECTs will mean that mentors need to consider each week what they need to focus on. Mentors should always ensure that the mentor interaction that follows corresponds to the chosen focus. Mentors will find guidance for their interactions in their handbook and should sequence these accordingly if they move away from the suggested sequence. It is important to note that the seminar focus will remain linked to the suggested sequence and topics you will see below

Attend weekly mentor interactions

ECTs are expected to attend weekly mentor interactions in the first year. Each session will follow an feedback model.

Attend seminars

ECTs are expected to attend two seminars per half term. The timings of these may be subject to change depending on the facilitator.

They are linked to the content covered by the ECT in their online study materials. The purpose of these seminars is for the teacher to receive further CPD linked to standards covered in the ECF, hear from expert colleagues, and have an opportunity to further discuss, practise and reflect on learning from the online study materials as they apply it to their own practice. It is the role of the ECF Lead/ induction tutor to ensure that the ECT is able to attend these sessions. The table on the following page identifies the seminar topics covered across the first year.

MODULE AND SEMINAR TOPICS		
MODULE	SEMINAR 1	SEMINAR 2
Module 1: How can you create an effective learning environment?	Using praise and consequences effectively	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Building well-organised mental models
Module 3: What makes classroom practice effective?	Using examples and non-examples	Using questioning to extend and challenge pupils
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing pupils' language comprehension and writing	Adaptive practice and the graduated approach
Module 6: How can you plan a coherent curriculum?	Identifying the essential concepts, knowledge and skills of a subject	Supporting pupils to think critically

Inform delivery partner if they can't attend a seminar

If an ECT is unable to attend a specific seminar throughout the year, then they should inform their delivery partner.

Concerns around a continuous lack of attendance will be discussed with the ECF Lead/induction tutor and mentor.

All programme members have a responsibility to abide by the Teach First programme member code of conduct. This can be found in appendix A and should be read through in full by you, your mentor and ECF Lead/induction tutor.

Complete pre- and post-module quizzes

At the beginning and end of each online module, ECTs will be asked to complete a short modular quiz. These quizzes can be found on Brightspace and the ECTs should complete them before beginning their self-directed study.

Formal assessments

The ECF Lead/induction tutor will carry out a formal assessment at the end of each year of ECF. The final assessment meeting will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.

Mentor training and responsibilities

The role of the mentor is crucial in supporting the successful development of the ECT. We believe that a mentor's ability to be effective is driven by two factors:

- Being an effective teacher in the classroom themselves
- Understanding how to best mentor a novice teacher

Our mentor training programme has been designed in partnership with Deans for Impact, a non-profit organisation that empowers leaders in education to transform the way they prepare future teachers through integrating the principles of cognitive science into their practice. Our training materials and supporting resources are designed to ensure that mentors are equipped with the most up-to-date research around effective pedagogy, as well as the skills to support their ECT to integrate it into their practice effectively.

MENTOR INDUCTION

To ensure all mentors have the best possible start to the programme, they will receive a full mentor induction that will equip them with the essential knowledge and skills to feel confident and competent to fulfil their role in the programme. The induction day will also incorporate the first of the six training seminars for mentors, with additional information on future training seminars contained later in the programme guide under future mentor seminars.

The induction will take the form of both online seminars and self-directed study materials accessed through My Teach First. They will focus on the following key areas:

- The ECF programme and the mentor role.
- The feedback model.
- Developing your ECT's expertise.
- How to get the most out of the Brightspace platform.

WEEKLY MODULE CONTENT OVERVIEW VIDEO

A large part of the mentor role will be supporting the ECT to effectively implement what they learn in their online self-directed study into their classroom practice. However, we recognise that they will not necessarily have the time to review the self-directed content in full. Therefore, via the My Teach First platform, mentors will have access to short weekly videos detailing the content of the week's online study materials, including any activities that the ECT should have completed in preparation for the mentor interaction.

MENTOR SEMINARS

Each half term, mentors will be able to attend a seminar led by a facilitator who will schedule these events. During these 1 hour sessions, they will have the opportunity to meet other mentors and discuss aspects of the programme and their role.

The following seminars will support mentors in effective mentoring to their ECT:

- Moving from novice to expert and mentoring to develop strong relationships
- Precise actions and shared language
- Not all practice is made equal
- Managing workload and wellbeing
- Balancing support and challenge
- Building resilience

The weeks in which these seminars are scheduled are detailed in your programme overview.

MENTOR RESPONSIBILITIES

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. The role of the mentor is therefore to use their expertise to make this explicit. By examining their own practice, narrating their thinking process, modelling teaching strategies and identifying highest-leverage actions for their ECT, the mentor can make a vital difference to their development. The responsibilities of the mentor on the ECF programme are as follows:

Monitor ECT engagement with self-directed study

Alongside the ECF Lead/induction tutor, it is also the responsibility of mentors to monitor the ECT's completion of all weekly self-directed study on Brightspace. Further details of how to do this will be outlined in the mentor induction. Any issues with ECTengagement, progress or mentor changes should be shared with the ECF Lead/induction tutor. More information on withdrawal from the programme will be shared on My Teach First.

Arrange weekly interactions

Mentors should prioritise time to facilitate a weekly interaction between themselves and their ECT. Mentors are responsible for ensuring weekly interactions occur, that they are familiar with module content and mentor guide documentation. A 60-minute meeting or interaction between the mentor and ECT should take place weekly in year one and fortnightly in year two. The interactions will take the form of either an observation or discussion and will follow the feedback model outlined on page 17. A focus for each weekly interaction has been recommended in year one based on what has been deemed highest leverage for teacher development. The details of this can be found inthe mentor handbook. Mentors will be required to follow the feedback model during mentor interactions. They should also familiarise themselves with the content of the online self-directed study materials by accessing the weekly module overview videos.

Engage with self-directed study

Mentors should engage with the mentor induction materials on the My Teach First platform.

Attend seminars

Mentors should attend one seminar per half term. The seminars will be delivered in small groups. They will provide mentors with an opportunity to engage in professional development, share best practice, problem solve and discuss the progress of their ECTs. If mentors cannot attend their allocated session due to extenuating circumstances, mentors should contact their delivery partner in advance of the seminar. Non-attendance at seminars will be communicated to the ECF Lead/ induction tutor.

Instructional coaching – what is it and why do we use it?

Throughout this programme your mentor will use a specific model of feedback. The course structure is based on this coaching model of support. During their induction, mentors will receive training on how to deliver this model. High impact feedback not only identifies strengths and areas of development, but also provides a space for teachers to plan and rehearse actions linked to these areas of development so they can immediately modify their practice.

Instructional coaching is used to develop expertise in any domain, for example sport, music or teaching, and with novices, intermediates or experts. Evidence suggests that instructional coaching has a higher impact on pupil outcomes compared to other forms of professional development. It moves away from traditional lesson observation which can be generic, often with targets that are too broad or can give the 'what' but not the 'how'. It also focuses on feedback which is led and directed by the coach through the identification of precise actions and the use of directed and specific probing questions. This approach is in direct contrast to a traditional coaching model whereby the teacher is asked a series of open-ended questions by the observer. Instructional coaching should be used to feed back following a lesson observation or to practise a discreet skill or technique. The mentor leads these interactions, adopting the role of the expert in the interaction.

THE FEEDBACK MODEL

The feedback model that the mentor should follow is shown below. There is also a script that may act as a stimulus when feeding back following an observation. This script could be adapted when practising a discrete skill or technique.

Praise strengths → **Probe** development areas → Set **precise** actions → **Plan** based on actions → **Practice** based on plan

Note: We would recommend most feedback time is spent on the latter parts of the model.

A SEQUENCE OF LEARNING AND SUPPORT – WHAT IS HAPPENING WEEK BY WEEK FOR YOUR ECT?

To support with the successful running of this programme in your school, your mentor handbook includes a suggested week-by-week sequence of activity across the year.

It details:

- The weekly online session the ECT should complete.
- The two ECT seminar topics for each half term and the weeks in which they will take place.
- When the 1 hour 30 min mentor seminar will take place.

By following this sequence whilst implementing this programme, it will ensure your ECT has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the sessions and resources supplied to their mentor.

ADAPTING THE SEQUENCE

Each module has been carefully designed and sequenced to build on learning in previous modules, aiming to secure and develop knowledge and skills over time. The modules will purposely retrieve knowledge and skills that have been covered earlier in the course as a way of helping the ECT to remember concepts that will make a lasting impact on their practice. There are also some concepts, such as metacognition, that appear as recurring themes across most modules. We recommend you follow the designed sequence to support your ECTs to successfully build their knowledge and skills over the course of the programme.

We do recognise that ECTs may need development in an area that has not yet been addressed in the module sequence. In these instances, accessing the content of a different module could have a positive impact on their practice and you can adapt the sequence to facilitate this. However, if you choose to adapt the sequence, it is important to remember that this will have an impact on the weekly mentor interactions and training sessions. Also, if you have more than one ECT in your school, it would become more challenging to deliver the half-termly training sessions if each one was accessing different modules.

Year two

The aim of the second year is to secure and further develop the ECT's pedagogical knowledge and skills in their subject and/or phase.

Seminars will build on key themes covered in year one to consolidate and stretch understanding. They will be explored through a subject-specific lens to help ECTs develop subject and pedagogical knowledge to impact practice. The subject-specific training is a great asset of the Teach First ECF programme as developing strong subject knowledge is essential for being an effective teacher (Coe at al, 2014).

In year two, ECT training will be organised into cycles of development with one occurring every half-term, meaning they will complete six cycles across the academic year. The focus for each cycle is outlined in the following table:

DEVELOPMENT CYCLE FOCUS	
Half term 1	Developing pupils' intrinsic motivation
Halt term 2	Supporting pupils to develop subject specific skills
Half term 3	Using meaningful and memorable explanations
Half term 4	Anticipating and addressing common misconceptions
Half term 5	Using structured talk to develop pupils' literacy skills
Half term 6	Developing a coherent curriculum

These themes have been selected as they are considered more challenging aspects of teaching to master. To support your ECT's development as a teacher, their mentor will help them to identify the highest-leverage area for development and set action steps.

ECF Lead/induction tutor: delivering the programme

As the ECF Lead/induction tutor, you are responsible for ensuring that ECTs and mentors engage positively with the programme. The following responsibilities will support you to do this.

Complements statutory induction

ECF training is expected to be embedded as a central aspect of induction - it is not an additional training programme. An appropriate body, selected by the school, has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put an induction programme in place for the ECT and for ensuring that this programme of support is clearly based on the ECF. The ECF does NOT replace statutory induction but instead should complement it. The Teach First ECF programme will provide the training required for your ECT.

ECF induction

The ECF Lead / induction tutor induction will take before the start of the programme. If you join the programme after inductions take place, we will share a recording with you. More details will be shared by email.

Conduct professional progress reviews

To ensure the requirements of the ECT's induction can run in conjunction with the programme, time has been allocated for the ECF Lead/induction tutor to carry out one 30-minute professional progress review each term where a formal assessment is not scheduled. The ECF Lead/induction tutor should meet with the ECT to review the ECT's progress against the Teachers' Standards, in line with guidance from the appropriate body. In the DfE's Induction for early career teachers guidance document (2021), they state the following about progress reviews:

- Progress reviews should be informed by existing evidence of the ECT's teaching and be conducted with sufficient detail to ensure nothing unexpected arises for them in their formal assessment.
- Progress reviews are not formal assessments, so there is no requirement for ECTs to create evidence specifically to inform progress. However, ECTs should provide copies of existing evidence as agreed with the ECF Lead/induction tutor.
- A written record of each progress review should be retained and provided to the ECT after the meeting stating whether the ECT is on track to complete induction.
- If the ECF Lead/induction tutor is not the headteacher, they should update the headteacher on the progress of the ECT after each review.
- The ECF Lead/induction tutor should notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the ECT is not on track, the ECF Lead/induction tutor should provide the plan they have put in place to assist the ECT.

Formal assessment

There is also time allocated for the ECF Lead/induction tutor to carry out a 'formal assessment' at the end of each year in line with guidance from the appropriate body. The DfE's 'Induction for early career teachers' guidance document (2021), states the following about formal assessments:

- These should be carried out by the headteacher/principle or the ECF Lead/induction tutor. Mentors should not carry out formal assessments unless they are also acting as the Lead.
- One formal assessment should take place in the final term of year one and year two.
- There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- ECTs should be kept up to date on their progress.
- Formal assessment reports should be completed for both formal assessments.
- The final assessment meeting will take place at the end of the induction period and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.
- Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the ECF Lead/induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting.

The first formal assessment will take place at the end of the year, carried out by the ECF Lead/induction tutor.

Ensure timetable enables engagement

The ECF Lead/induction tutor has responsibility for ensuring the mentor and ECT have the appropriate timetables to ensure they can make the most of the programme. When arranging timetables, please enable time for ECTs and mentors to complete the following:

ECTs:

- Attend two seminars per half term.
- Engage with 4 hours 30 min of self-directed study per half term.
- Meet with their mentor weekly.

Mentors:

- Attend one seminar per half term.
- Engage with self-directed study.
- Meet with their ECT weekly.
- Monitor ECT engagement with self-directed study.

Enrol ECTs with an appropriate body

ECTs should continue to be registered with an appropriate body as per your usual processes. ECTs will continue to adhere to the specific requirements of their NQT programme including any assessment requirements. Further details on registering with an appropriate body can be found here. While the mentor will monitor the progress of the ECT and their self-directed study in their weekly interactions, your role has overall responsibility for the success of the ECT's CPD.

Maintain ECT and mentor engagement

Engagement with the ECF programme is measured through interaction with the content and attendance at seminars. It is the responsibility of the school to monitor engagement and support their ECTs and mentors to utilise the support provided in the best way possible. It is expected that ECTs and mentors attend all seminars and complete all self-directed study. A report will be generated each half term to update the mentor on the ECT's progress throughout each module. Your delivery partner will escalate any concerns with engagement to the ECF Lead/induction tutor at the end of each term. At any point across the year, the mentor can review the ECT's progress through the modules by accessing the relevant information via the Brightspace platform, which is accessed through My Teach First. The mentor will receive training on how to do this during their induction in September.

Should you need to withdraw an ECT from the programme, please contact your delivery partner who will initiate the next steps.

We do ask that where possible, you retain the same mentor for your ECT throughout the year, as we know having a strong supportive relationship with an engaged mentor can help teachers as they develop. However, we recognise that mentors will need to change if it is in the best interests of the ECT or for other unforeseen circumstances. Should you wish to change mentor, you should contact your delivery partner outlining the rationale for the changes and who the replacement will be. They will arrange induction materials for your new mentor and ensure that our records are up to date.

You will also be provided with your own Brightspace account. You can access this through My Teach First using the Brightspace Learning Platform link on your My Teach First homepage. You will not receive a separate login for Brightspace. Through this you will be able to access the content created for ECTs and mentors as well as track and monitor engagement. You should use this to help inform discussions around a continuous lack of interaction with content.

Quality assure the programme

It is recommended that you carry out quality assurance activities across the year. These could include observation of the weekly interactions between the mentor and ECT and joint lesson observations of the ECT. The ECF Lead/induction tutor should also review the attendance and engagement data supplied by Teach First detailing both the ECT's progress through the modules and attendance of both the teacher and mentor at training sessions. The approach to quality assurance should align with the school's broader quality assurance processes. Teach First will also conduct some quality assurance of ECT and mentor seminars.

Programme members also have a responsibility to abide by the Teach First programme member code of conduct. This can be found in appendix E and should be read through in full by the ECT, the mentor and ECF Lead/induction tutor.

Appendix A: Feedback model

PHASE	PURPOSE	POSSIBLE SCRIPT
Praise strengths	Highlight key areas of strength • Explain what went well • Be precise • Backed up by evidence • Reference progress towards previous week's actions	'Thank you for allowing me to observe your lesson today.' 'One thing I thought was effective about your practice was...' 'One real strength in the lesson I saw was...' 'This was evidenced when you...' 'A great example of this from the lesson was when you/pupils/etc.' 'Your previous area for development was... I saw progress towards this when...'
Probe areas for development	Guide the trainee to reflect on their areas of development through a series of precise and direct questions • Plan questions in advance • Use precise questions • Use data and evidence • Don't labour it – explain and tell if necessary • Summarise specific areas for their development based on your probing of them	I'd like to explore with you some areas of development in your practice.' 'When the pupils were on the carpet, what was the key learning point you wanted the pupils to grasp?' 'How do you know what the pupils had learned from the reading activity?' 'What did you expect the behaviour to be like when the pupils left the classroom/what did you want the behaviour to be?' 'Why did you choose that specific task / what did you want the pupils to achieve / how would you know if they had been successful?' 'What evidence do you have to show the lesson outcomes were met?' 'We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students did not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing).'
Set precise actions	Identify the highest-leverage area(s) of development to address and set precise action step(s) linked to this. • Find highest-leverage area/s • Choose one to three key areas • Make sure they are actionable • Be precise not generic • Give a 'how' not just a what	'We're now going to focus on setting actions for this area of development which we will then plan and practise.' 'To address this development area, your actions are to ...' Give clear precise instructions using 'what to do', with as few words as possible. Script a basic 'I do' using 'name the steps' as a core part of the lesson before each task.

Plan based on actions	Focus on the action step(s) from this area and plan how the teacher might address this in a future lesson • Look to a future lesson • Plan where and how • Script	'We're now going to plan how you will put into practice this development area using the actions we decided.' 'What lesson, topic, class can we put this development area into place with?' 'What part(s) of the lesson might this development area most need to be addressed in?' 'Let's script/sequence/decide etc. how you might go about doing this.' 'What might this look like in your planning?' 'What would you ask, do, say…' 'This is your success criterion.'
Practice	Practise the plan for the action step that was created in the previous section to trial what it would look like in practice. • Share a success criteria • Prime the practise by providing a model (mentor models or video clip, for example) • Call the shots – say how you will act in the role (compliant/authentic/near live?) • Say how you will feedback to trainee – wait until end? During? • Agree how many 'turns' you will give the teacher • Get it on its feet/put the plan into practice with the teacher • Feedback either after teacher has practised or during • Repeat as appropriate	'Now we're going put into practice our planned 'I do' and 'name the steps' action step. This is your success criteria; I'll model this for you myself. Look at how I achieve the success criteria.' 'I'm going to act as a compliant pupil. I will feedback after you have practised the action step and then I'm going to give you two more turns to practise the step based on my feedback.' Feedback example: 'Your voice was clear and well paced. Now do this again but I want you to remove the additional words – you don't need such a long introduction – make it one sentence lasting no more than ten seconds.'

Appendix B: Setting precise action steps

For this model of feedback, the mentor will have spent time thinking about the precise action step or steps they want to set based on the teacher's area for development. The 'probe' section of the model should be used to guide the teacher to a precise area for development. It is then the role of the mentor along with the mentee to choose the highest-leverage action step(s) to plan and practise in the later stages of the model. By 'high leverage' we mean the one to three action(s) that would have the most impact on the teacher's practice. What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set. It is the role of the mentor and, where relevant, the mentee to isolate the most crucial area for development and then pick out the highest-leverage action(s) to address this area for development. Mentors should focus on actions which are clear and specific; an action that gives the 'how' and not just the 'what'. The key is to make these action steps small, precise and explicit. Worked examples of precise actions steps are set out in the table that follows:

> *"Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses."*
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> **(Ericsson & Pool, 2016)**

AREA FOR DEVELOPMENT	INEFFECTIVE ACTION STEP EXAMPLE	EFFECTIVE ACTION STEP EXAMPLE
Pupils are not all complying after being asked to do something, especially at transitions.	'Improve behaviour at transitions' 'The classroom is left tidy at the end of the lesson'	Create the illusion of speed using the clock to support pupil engagement during and between activities. Plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions.
At the end of the lesson pupils do not tidy away properly, meaning that the next class come into a chaotic environment.	'The classroom is left tidy at the end of the lesson'	Plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions.

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now the role of the mentor to choose the action step or steps which may address this. An example of an ineffective action step may be 'improve behaviour at transitions'; this is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be 'create the illusion of speed using the clock to support pupil engagement during and between activities'. This gives the teacher a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class comes into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine using 'from procedure to routine' and 'what to do' giving clear, precise directions. The mentor would then follow the 'plan' section of the feedback model as detailed in the table above; looking to a future lesson, scripting and modelling and setting a success criteria ahead of the practise section. In the practise section, the trainee would practise the plan and receive feedback from the mentor before redoing the practise, making the suggested changes.

Further details can be found in the mentor programme guide.

Appendix C: Programme member code of conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This code of conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

GENERAL CONDUCT

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events or in event chat functions if online.

UNDERSTANDING

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

OPENNESS

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

PROFESSIONALISM

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (for example, a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First and delivery partner staff.

ONLINE ENGAGEMENT

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focused on the outcomes of the programmatic content.
- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off or silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (not a noisy or public place, for example) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

SOCIAL MEDIA

- Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
   - Share it directly with your Teach First support role, if you have one.
   - Report it using the 'contact us' function on My Teach First to send an email to the Teach First contact centre.
   - Send an email to teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
   - Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

References

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