

## Cambridgeshire and Peterborough Teaching School Hub (CPSTH) Improvement Plan

Based on regular evaluations and observations, we are improving our Early Career Framework (ECF) programme from September 2024. Below is a summary of the main improvements:

Area of Improvement	Current Programme	Feedback	Delivery from September will offer schools.....
Greater progression in Year 1	Covers half of the ECF in year No stretch content.	Schools/ECTs/Mentors consistently report a lack of progression following the teacher training year.	ECF training programme will cover all statements in year 1 providing the opportunity to build on their practice in year 2 in subject or phase specific development cycles.
More subject or Phase specific Content for year 2	The ECF is covered across 2 years with no options for subject or phase specific content or networking. Examples provided don't provide enough options for all subjects or phases.	Schools/ECTs would like more subject/phase specific materials suited to their role/setting to refine their practice, networks and improve confidence.	Year 2 will focus on subject/phase specific content—working through development cycles. ECTs will return to a focused area of the year 1 content for a cycle of development which aims to improve an aspect of their practice within the context of their subject/phase.
Increase SEND relevant content for all.	Small amount of SEND event content. Some examples provided. No specific content for SEND for self-directed learning.	Particularly those from SEND schools, they would like to see more relevant content to exemplify each part of the ECF. All ECTs would like more content also.	The new programme has content written for SEND ECTs. This material is available as online content for all ECTs and mentors as an optional extra.
Reduce workload for induction tutors and participants.	Event windows are shared with schools at the start of the year. Participants book individually. No visibility of school level commitments.	Induction tutors would prefer greater visibility of all events for their ECTs and Mentors to plan for cover at the start of the year. Participants	School Induction Tutors (ITs), will be provided with a full plan for all ECTs and mentors across years 1 and 2 (plus those on reduced, PT or non-standard). This will support planning and workload for ITs.
Greater networking and delivery consistency for ECTs.	ECTs join events based on date/location only. Therefore, groups are different each time. Facilitator likely to be different	More consistency of groups by phase reported by ECTs for events.	Year 1 ECTs will be set up in phase related groups of approximately 20. They will have a dedicated facilitator taking them through the entire first year. Dates for events will be organised at the start of the year and

	each time. Primary and Secondary facilitators offered.	Facilitators would prefer to work with a group for a whole year.	shared with schools so the school are aware of all events dates for their participants.
Move large regional conferences to the start of the academic year. One full day.	ECTs and Mentors are invited to attend regional conferences; these are spring term.	The timing of these events makes it difficult to come out of school – a significant number of participants miss out on the event and benefits from attending. This particularly affects schools with large numbers of ECTs/Mentors.	Induction events at the very start of the school year (September) for both Year 1&2 ECTs and mentors to start the year off. Clarity on what to expect and insight into the year ahead, plus session 1 included. Saving time out of school and an opportunity to meet their groups.
Mentor engagement/time commitment reduction and more purposeful	Mentors are expected to attend face to face events on a termly basis as well as complete online self-directed learning materials.	Mentors have said that the mentor programme is very time consuming, content is not stimulating, and the extra workload is not welcome as many are in demanding senior roles.	Mentors will cover majority of learning in year 1. Year 2 is extremely light in comparison. Events are purposeful – one conference to start the year and the rest online. Most online self-directed learning is optional, less time commitment and clearer role.
Stretch and challenge	At the end of year 2, the current programme contains no additional content for those looking ahead or to stretch themselves.	ECTs would like content to stretch themselves.	Optional Leadership Development Modules will be on offer. In the final term of Year 2, ECTs will have the opportunity to engage with: <ul style="list-style-type: none"> <li>• Implementing research into your classroom.</li> <li>• An introduction to becoming a career leader in your school.</li> <li>• An introduction to effective mentoring.</li> <li>• Preparing for middle leadership.</li> </ul>