

Early Career Framework Provision at Cambridgeshire & Peterborough Teaching School Hub

Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. During induction, it is essential that early career teachers can develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. The Early Career Framework (ECF) content and its underpinning evidence have been independently assessed and endorsed by the Education Endowment Foundation (EEF). The ECF programme is mandatory for all early career teachers. The Cambridgeshire & Peterborough School Hub partners with Teach First (TF), an organisation accredited by the Department for Education to deliver the ECF.

The structure of the program

The ECF has been designed to support ECT development in 5 core areas: behaviour management, pedagogy, curriculum, assessment, and professional behaviours. To ensure congruence with the 8 Teachers' Standards, the framework is presented in 8 sections. In developing the framework, behaviour management was thought to be encompassed by High Expectations and Managing Behaviour (S1 and S7); pedagogy was thought to be encompassed by How Pupils Learn, Classroom Practice and Adaptive Teaching (S2, S4, S5); and curriculum, assessment and professional behaviours were thought to be encompassed by S3, S6 and S8 respectively.

	Year 1 Provision				Year 2 Provision			
Term	Year 1 ECT	Commitment	Year 1 Mentor	Commitment	Year 2 ECT	Commitment	Year 2 Mentor	Commitment
Autumn	Welcome Conference	<ul style="list-style-type: none"> One day: face to face 	Welcome Conference	<ul style="list-style-type: none"> Four Online Twilight Sessions (Equivalent of one day) 	Welcome Conference	<ul style="list-style-type: none"> One day: face to face 	Welcome Conference	<ul style="list-style-type: none"> Four Online Twilight Sessions (Equivalent of one day)
	Module 1: how can you create an effective learning environment	<ul style="list-style-type: none"> 1a: completed during the Induction conference 1b: online seminar 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 		<ul style="list-style-type: none"> Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 1: Developing pupils' intrinsic motivation	<ul style="list-style-type: none"> Online, phase/subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 		<ul style="list-style-type: none"> Term One Mentor Assessment: 30 minutes
	Module 2: How do pupils learn	<ul style="list-style-type: none"> 2a & 2b: online seminars 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 	Module 2: Precise actions & shared language	<ul style="list-style-type: none"> 1 hour seminar online Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 2: Supporting pupils to develop subject-specific skills	<ul style="list-style-type: none"> Online, phase/subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 		
Spring	Module 3: What makes classroom practice effective?	<ul style="list-style-type: none"> 3a & 3b: Face to face training session 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 	Module 3: Not all practice is made equal	<ul style="list-style-type: none"> 1 hour seminar online Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 3: Using meaningful & memorable explanations	<ul style="list-style-type: none"> Online, phase/ subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 	The Adaptive teacher	<ul style="list-style-type: none"> Online seminar
	Module 4: How can you use assessment and feedback to greatest effect?	<ul style="list-style-type: none"> 4a & 4b: online seminars 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 	Module 4: Managing workload and wellbeing	<ul style="list-style-type: none"> 1 hour seminar online Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 4: Anticipating and addressing common misconceptions	<ul style="list-style-type: none"> Online, phase/ subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 		
Summer	Module 5: How can you support all pupils to succeed?	<ul style="list-style-type: none"> 5a & 5b: online seminars 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 	Module 5: Balancing support and challenge	<ul style="list-style-type: none"> 1 hour seminar online Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 5: Using structured talk to develop pupils' literacy	<ul style="list-style-type: none"> Online, phase/ subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 	Developing an inclusive educator	<ul style="list-style-type: none"> Online seminar Term Three Mentor Assessment: 30 minutes
	Module 6: How can you design a coherent curriculum?	<ul style="list-style-type: none"> 6a & 6b: Face to face training session 4.5 hours of self-directed study via BrightSpace Weekly mentoring session 	Module 6: Building resilience	<ul style="list-style-type: none"> 1 hour seminar online Weekly viewing of an overview recording (7-10 minutes) detailing the materials and activities the ECT should have completed in preparation for the mentoring session. Weekly mentoring session 	Development Cycle 6: Developing a coherent curriculum	<ul style="list-style-type: none"> Online, phase/ subject specific seminar 40 – 90-minute self-directed study via BrightSpace 1 hour expert practice observation Fortnightly mentoring session 		
Optional extras	Excellent Teaching in Special Schools	<ul style="list-style-type: none"> Self-directed study via Bright Space 	Self-directed study	<ul style="list-style-type: none"> Self-directed study via Bright Space 	Leadership Development	<ul style="list-style-type: none"> Self-directed study via Bright Space 	Engaging your ECT with research	<ul style="list-style-type: none"> Self-directed study via Bright Space
	Wellbeing	<ul style="list-style-type: none"> Self-directed study via Bright Space 					A professionally acceptable workload	<ul style="list-style-type: none"> Self-directed study via Bright Space
	Stretch	<ul style="list-style-type: none"> Self-directed study via Bright Space 					Developing beyond the ECF	<ul style="list-style-type: none"> Self-directed study via Bright Space

Year 2 ECT Development Cycles: Each half term, Year 2 ECTs will complete subject specific development cycles following this structure:

Cycle	Focus	Task(s)
Week 1	Retrieve	Self-directed study & a retrieval quiz via Brightspace
Weeks 1 & 2	Extend	online phase/ subject specific / phase seminar
	Refocus	Mentor interaction: identify the area for development
Weeks 2 & 3	Demonstration	Observe & discuss with an expert colleague. Reflection via Brightspace
	Deconstruction	Mentor interaction: discuss demonstration & plan integration of new practice
Weeks 3, 4 & 5	Integration	Integrate new learning into practice
Weeks 5, 6, 7 & 8	Feedback	Mentors drop-in to observe new practice and give feedback.

Documentation to support the provision: To prepare for and engage effectively with the programme, several documents are available in addition to the resources on Brightspace:

ECT Year 1	ECT Year 2	Mentor Year 1	Mentor Year 2	Fully Trained Mentor	ECF Lead
ECT Induction Year One Workbook	Year 2 ECT Induction workbook	Mentor Induction Year 1 Workbook	Year 2 Mentor Induction workbook	ECF Trained Mentor Programme Guide	Induction Tutor Year 1 programme guide
ECT Year 1 Programme Guide	ECT Year 2 Programme Guide	Year 1 Mentor Handbook	Mentor Year 2 Programme Guide	ECF Trained Mentor Year 1 handbook	Induction Year 2 Programme Guide
				ECF Trained Mentor Year 2 handbook	

Personnel: Who is involved in the ECF?

Early Career Teacher (ECT)	Mentor	ECF Lead	Headteacher	Facilitator	Additional support at CPTSH
ECTs must provide evidence that they have QTS and are eligible to start induction. Engage in the two-year training programme by completing self-directed study, prepare for and be fully involved in mentor interactions, attend all online / face to face seminars, communicate as necessary with the delivery partner (Cambridgeshire and Peterborough Teaching School Hub) and participate in demonstrations (Year 2).	Mentors are appointed by the school to ensure ECTs receive a high-quality induction programme. They should be expert teachers and have specific knowledge and experience in the phase(s) / subject(s) the ECT is delivering. Mentors meet weekly with Year 1 ECTs and fortnightly with Year 2 ECTs to provide support and feedback.	ECF leads co-ordinate the induction programme for all ECTs. They carry out assessment and regular progress reviews	Headteachers oversee the two-year induction ensuring suitable conditions are in place and a suitable network of support is in place.	All online and face to face sessions are delivered by facilitators who are experienced and knowledgeable about the content covered. Facilitators utilise the resources produced by Teach First.	Hub Lead: Lynne Birch ECF Lead ECF Senior Admin: Shannon Crowley

The Golden Thread: Once our ECTs complete their induction, we plan to support them through the DFE's golden thread of professional development by engaging in NPQs (NPQs) and CPD (CPD).

