



ECF/AB Terminology

Acronym	Full name	Meaning
ECF	Early Career Framework	The early career framework is the evidence base which underpins a new entitlement for early career teachers' professional development. It sets out what all early career teachers should learn about and learn how to do during the first 2 years of their careers .
AB	Appropriate Body	Appropriate bodies are the organisations who quality assure statutory teacher induction and provide data to the Teaching Regulation Agency (TRA) to record the progress of early career teachers (ECTs).
EDT	Education Development Trust	Education Development Trust is a large not-for-profit organisation which provides education services in the United Kingdom and internationally.
EC PDP	Early Career Professional Development Programme	Education Development Trust refer to the Full Induction Training Programme as the EC PDP .
LP	Lead Provider	Schools can choose from 6 training providers. These organisations are known as ' lead providers '. The 6 lead providers are: <ul style="list-style-type: none"> • Ambition Institute • Education Development Trust • Teach First • UCL Institute of Education • Best Practice Network (home of Outstanding Leaders Partnership) • Capita with lead academic partner the University of Birmingham The training programmes designed by these lead providers are accredited by DfE and quality assured by the Education Endowment Foundation (EEF) .
DP	Delivery Partner	Lead providers work with ' delivery partners ' to deliver their training programmes to ECTs and Mentors from schools across England. Delivery partners include: Teaching School Hubs, Trusts and Universities.
LHDP	Lincolnshire Hub Delivery Partner	These are local MATs and former teaching school alliances (TSAs) that have experience of teacher development and AB work in Lincolnshire and work as partners for L.E.A.D. Teaching School Hub Lincolnshire.
FIP*	Full Induction Programme	A funded provider-led programme offering high-quality training for early career teachers and their mentors alongside the professional development materials, that have been accredited by the DfE.
CIP*	Core Induction Programme	Schools can draw on the content of the high-quality core induction programmes, that have been accredited by the DfE, to deliver their own early career teacher and mentor training.
SIP*	School Induction Programme	Schools design and deliver their own ECF-based induction programme, ensuring that they demonstrate fidelity to the ECF.
TRA	Teaching Regulation Agency	The Teaching Regulation Agency (TRA) is the latest iteration of what used to be called the General Teaching Council (England). The agency is responsible for regulating the teaching profession on behalf of the Secretary of State for Education , including misconduct hearings and the maintenance of a record of teachers, trainee teachers and those who hold a teacher reference number (TRN) . The TRA is an executive agency, sponsored by the Department for Education.

* From September 2023, the DfE wish to replace the previously known terms: FIP, CIP and SIP with the following: Using a training provider to deliver ECF-based training (provider-led programme, previously Full Induction Programme/FIP): a funded provider-led programme offering high-quality training for ECTs and their mentors alongside professional development materials. • Using DfE-accredited materials to deliver ECF-based training (previously Core Induction Programme/CIP): schools can draw on the content of the high-quality professional development materials accredited by the DfE to deliver their own ECT and mentor support. • Designing and delivering their own training programme based on the ECF (previously School Induction Programme/SIP): school can design and deliver their own induction programme, based on the early career framework.

TRN	Teacher Reference Number	A TRN is a 7 digit number that uniquely identifies you in the education sector in England. You will only have one TRN – it stays with you throughout your career. If you already have a TRN you do not need a new one if you change roles or start a new period of training. Your TRN is personal to you – only disclose your TRN to your employer or an official.
ECT	Early Career Teacher	Teachers starting induction on or after 1st September 2021 are known as ‘ early career teachers ’ (ECTs). ECTs now serve an extended induction over 2 school years . During their induction period, they are entitled to: a 2-year training programme based on the early career framework.
ECT Manager	ECT Manager	ECT Manager is an online system for Appropriate Bodies and schools to manage every part of the ECT induction process in one place.
TSHub	Teaching School Hub	The Teaching School Hub programme is a network of 87 centres of excellence for teacher training and development, focused on some of the best schools and multi-academy trusts in the country. L.E.A.D. Teaching School Hub’s designation comes from Witham St Hughs Academy, Lincolnshire. This programme replaces the previous network of around 750 teaching schools, which ended in August 2021.
EEF	Education Endowment Foundation	The Education Endowment Foundation is an independent charity established in 2011 to improve the educational attainment of the poorest pupils in English schools. The EEF aims to support teachers and senior leaders by providing evidence-based resources designed to improve practice and boost learning.
IRIS	Iris Connect	IRIS Connect is a video technology package that supports teachers to review, reflect on, and develop their practice. It is free for all ECTs accessing the EC PDP with EDT.
PR	Progress Review	Progress reviews are not formal assessments however under 2-year induction arrangements they are to be completed by the induction tutor at the end of each term where a formal assessment is not due. Review meetings should also be held with the ECT at the end of each term. These meetings are an opportunity for the induction tutor and ECT to record and discuss progress, achievements, areas for development and agree any changes to the induction plan in terms of objectives or actions - there should be no surprises.
AR	Assessment Review	Formal assessments are to be completed by the induction tutor and submitted to the appropriate body at the end of each completed induction year (FTE for part-time ECTs). Formal assessment meetings must be held with the ECT before the due date and prior to submitting the end of year formal assessment. These meetings provide an opportunity for induction tutor/lead and/or head/principal to discuss with the ECT what will be written about them - there should be no surprises. Meetings should be informed by descriptive evidence of an ECT’s professional practice against the teachers’ standards and progress made against any previous objectives/development targets set e.g. during progress reviews for the year reporting on. Objectives/targets should be reviewed and revised in relation to the government teacher standards (not the ECF) and the individual needs and strengths of each ECT. The outcomes of the final (end of year 2) formal assessment meeting provide an opportunity for the ECT and induction tutor/lead and/or head/principal to take stock of what has been achieved over the induction period and prepare the ECT for involvement in performance management/appraisal arrangements.