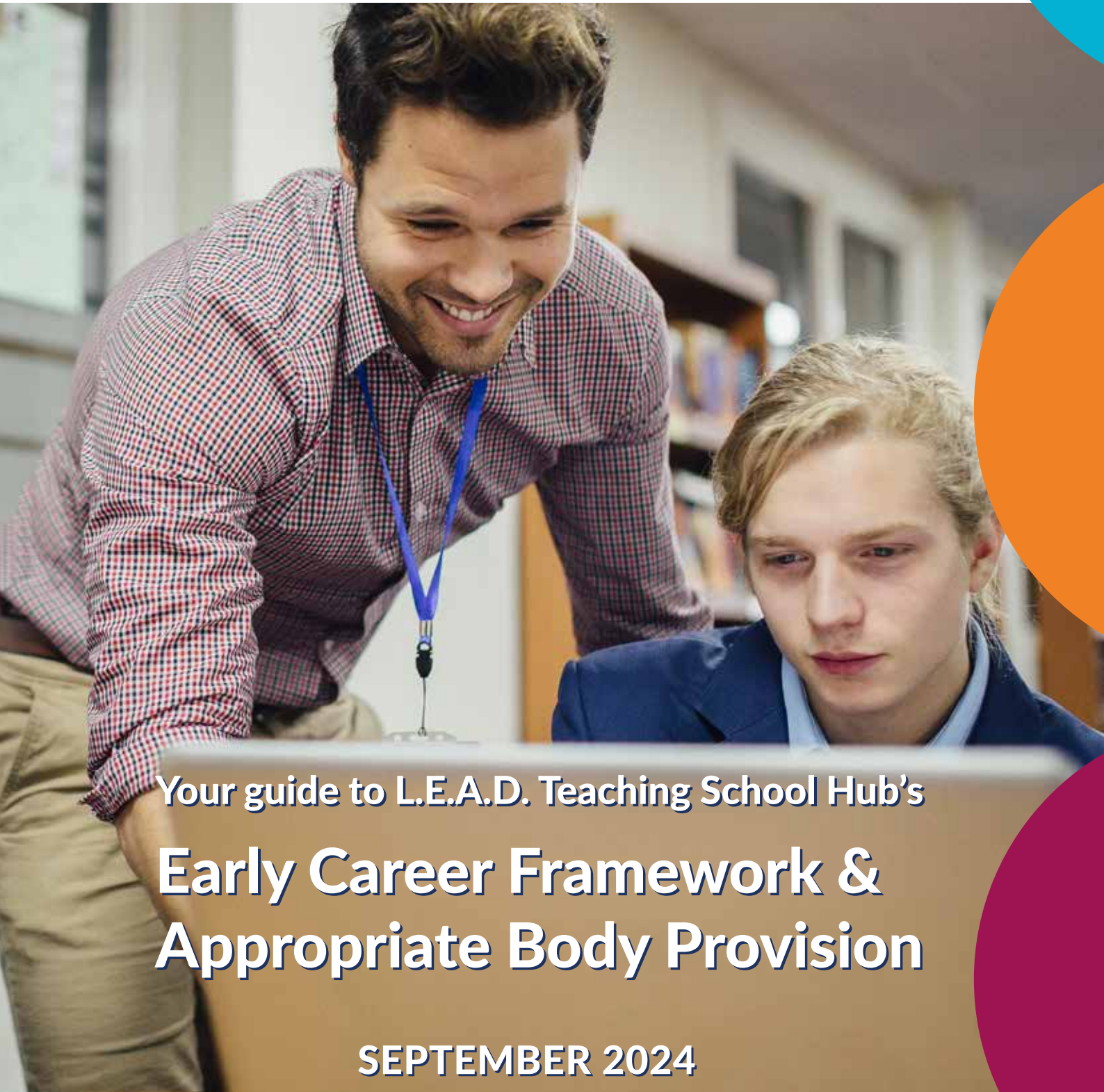




**L.E.A.D.**  
**Teaching School Hub**  
**Lincolnshire**

In partnership with



**Your guide to L.E.A.D. Teaching School Hub's**  
**Early Career Framework &**  
**Appropriate Body Provision**

**SEPTEMBER 2024**

'Working in Partnership, achieving the highest outcomes for all'



## Introduction

The L.E.A.D. Teaching School Hub is a centre of excellence for Education bringing together all schools across seven of the Lincolnshire districts: Boston, Lincoln, North Kesteven, South Holland, South Kesteven, East Lindsey and West Lindsey, supporting every school type and phase, including Nursery, Primary, Secondary, Special and Alternative Provision.

L.E.A.D. Teaching School Hub has been designated as a Teaching School Hub for Lincolnshire. The Hub is working in partnership to deliver high quality support, guidance and services to schools and settings across Lincolnshire with the single aim of developing teachers in the first two years of their career to a high standard, ultimately impacting upon pupils.

The Teaching School Hub is proud to be working with a number of delivery partners, including previously designated county Appropriate Bodies, to deliver this offer across our region. Many of these partners will be familiar in supporting teachers through induction and are known as our Lincolnshire Hub Delivery Partners.

As a Teaching School Hub, we are delighted to offer our support for Early Career Teachers (ECTs) through the Funded provider-led programme (previously Full Induction Programme - FIP) with Education Development Trust (EDT) and through our Appropriate Body (AB) induction services.



## Overview

After recent challenging years for trainee teachers, it is more important than ever new teachers receive the best possible support at the start of their careers in order for them to ensure they feel well equipped and supported to deliver the best education they can to the pupils of which they teach. This change is to indicate the DfE's intention to offer a robust package of training and support which extends on the core content framework (CCF) delivered during initial teacher training. Both programmes set out an entitlement to new evidence-based support and training over the first few years of an Early Career Teacher's career, as well as funding and support for their mentors.

The Early Career Framework reforms are designed to ensure that Early Career Teachers develop the skills and confidence they need. If your school offers statutory induction, you will need to replace any previous induction process and we would suggest the best route would be through offering the provider-led funded programme of support, which can be accessed via L.E.A.D. Teaching School Hub.

# Overview of support

The table below lays out the main changes from September 2021 that replace induction requirement that schools previously abided by.

	From September 2021
<b>Length of support</b>	2 years
<b>Timetable reduction</b>	10% reduced timetable in Year One / 5% reduced timetable in Year Two
<b>Content</b>	Induction should be based on the <b>Early Career Framework</b>
<b>Role of the mentor</b>	Access to two years of support from a designated mentor separate from the induction tutor
<b>Assessment</b>	Marked against Teachers' Standards Two formal assessment points - supported by regular process reviews Early Career Framework is not an assessment tool
<b>Funding</b>	Schools will receive additional funding to deliver ECF-based induction to fund the additional activity in the second year
<b>ECT Pay</b>	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
<b>Role of the Appropriate Body</b>	Checking new teachers receive statutory entitlements and are fairly and consistently assessed and receive a programme of support and training based on the ECF

KEY: ECT (Early Career Teacher)



Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

From September 2023 the DfE replaced the previously known terms: FIP, CIP, 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.

## What is the Early Career Framework?

The Early Career Framework is the evidence base which underpins this 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.

### Five core areas of the ECF

- Behaviour Management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours




# What are our options?

## Your school will have three options:

- A funded provider-led programme (previously Full Induction Programme known as FIP)**  
 A funded provider-led programme offering high-quality training for Early Career Teachers and their Mentors alongside the professional development materials. L.E.A.D. Teaching School Hub will be offering this fully-funded free of charge programme in partnership with Education Development Trust.
- Schools deliver their own training using DfE accredited materials and resources (previously Core Induction Programme known as CIP)**  
 Schools can draw on the content of the high-quality core induction programmes to deliver their own Early Career Teacher and Mentor training. The school delivers their own training using DfE-accredited materials and resources. This package must be 'fidelity checked' (to use a DfE phrase) by the Appropriate Body.
- Schools design and deliver their own two-year induction programme based on the ECF (previously known as School Induction Programme SIP)**  
 The school designs and delivers their own ECF-based induction. This package must be fidelity checked by the Appropriate Body.

See below for a matrix to aid your decision-making process

## EARLY CAREER FRAMEWORK REFORMS: SUPPORT FOR SCHOOLS

I want to...		
Use a training provider to support meeting the new statutory induction requirements. Provider-led programme (previously Full Induction Programme/FIP) 	Deliver my induction programme in my own school Using DfE-accredited materials to deliver ECF-based training (previously Core Induction Programme/CIP) 	Deliver my own two year induction programme based on the Early Career Framework 
Time off timetable funded for Early Career Teachers and Mentors in the second year of induction  A sequenced two-year programme based on the Early Career Framework  Self-directed study materials for Early Career Teachers  Materials to support Mentor sessions designed to reduced Mentor workload  Funded training delivered directly to Early Career Teachers by an external provider  Funded training delivered directly to Mentors by an external provider  Additional funding to backfill Mentor time spent undertaking training in addition to the funding for time off timetable	Time off timetable funded for Early Career Teachers and Mentors in the second year of induction  A sequenced two-year programme based on the Early Career Framework  Self-directed study materials for Early Career Teachers including videos and evidence-based reading  Materials to support Mentor sessions designed to reduced Mentor workload  Materials to adapt to deliver further training for Early Career Teachers	Time off timetable funded for Early Career Teachers and Mentors in the second year of induction  Content defined in the Early Career Framework

Please note, schools are free to select the option that suits them, however the national and local recommendation is the Provider-led programme.

# The role of the Appropriate Body

Appropriate Bodies (ABs) continue to play an important role in statutory teacher induction. As they have always done, ABs will be expected to check that Early Career Teachers (ECTs) are receiving their statutory entitlements, and they will continue to have their role in quality assurance and assessment for all teachers.

Schools offering statutory induction to ECTs will need to register with an Appropriate Body. There is a cost for the AB package of support, and as a Teaching School Hub, we are able to offer both the AB and the ECF service. This package of support allows us to offer a 'one stop shop' for new entrants to the profession. This package will include access to the fully funded ECT and Mentor programme, in partnership with Education Development Trust (EDT), alongside the AB package of support.

**It is statutory that all Early Career Teachers have access to an ECF based statutory induction and are registered with an Appropriate Body.**

From September 2021, the AB role expanded to reflect the expectation that every new teacher has access to an ECF based induction. As part of the AB role, we are expected to check that teachers are receiving a programme of support and training based on the ECF, alongside the quality assurance checks that we carry out. The DfE is referring to this as "ECF-fidelity checking" - ie checking that an induction programme is faithful to the ECF.

The AB role, and the level of fidelity checking, will vary depending on the induction route a school has chosen:

- i. For schools who have enrolled on the provider-led programme, the AB does not need to carry out fidelity checks. This is because the providers of the programme will be subject to separate quality assurance through Ofsted and contract management to ensure their training provides fidelity to the ECF. This is referred to as the Provider-led programme, previously known as the Full Induction Programme (FIP) or as our Lead Provider calls it, the Early Career Professional Development Programme (EC PDP).
- ii. Where schools choose to deliver the high quality DfE materials or design their own induction programme using the ECF, the AB will be expected to check that the support and training being provided is faithful to the ECF and that all parties have sacrosanct time set aside in order for the programme to be delivered as intended. These are referred to as the options titled: Using DfE-accredited materials to deliver ECF-based training, previously Core Induction Programme (CIP) or the School Induction Programme (SIP).





## L.E.A.D. Teaching School Hub's package of support:

In line with the national recommendation, we believe that the Full Induction Programme (FIP) or the Early Career Professional Programme (EC PDP) as EDT refer to it, is the best or 'clearest' package for schools and MATs, delivered in partnership with the L.E.A.D Teaching School Hub and Education Development Trust as the Lead Provider.

It simplifies and streamlines procedures, saving schools time and resources, and gives settings complete assurance that the AB and ECF responsibilities are fully covered and supported. It also gives schools additional support and services exclusive to L.E.A.D. Teaching School Hub and the Lincolnshire Hub Delivery Partners.

### **Our package of support gives you:**

- Access to the fully funded DfE Early Career Teacher programme (in partnership with the DfE approved provider, Education Development Trust) for the duration of the induction phase
- Access to our Full Appropriate Body (AB) service

AND it also includes a range of additional support exclusive to L.E.A.D. Teaching School Hub including:

- Additional subject/phase specific support
- High quality Mentor support as detailed below
- ECTs and Mentors become part of the Teaching School Hub and its partners' network, with collaboration opportunities















*Our support is designed to support schools in the revised ECF induction based process and enable all ECTs to be clearly assessed against the Teachers' Standards.*















# Our fully funded ECT programme

This programme meets the DfE’s statutory ECF framework expectations. Each school must offer an ECF programme of support for ECTs undertaking statutory induction. L.E.A.D Teaching School Hub Lincolnshire is working in partnership with Education Development Trust (EDT), a DfE accredited Lead Provider, to deliver the Early Career Professional Development Programme to both ECTs and Mentors.

## Education Development Trust

Education Development Trust Overview: the Early Career Framework programme is designed to fit in with the day-to-day realities of supporting new teachers. It is structured to help Early Career Teachers integrate theory, practice and feedback. Early Career Framework (ECF) based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

PROGRAMME OVERVIEW FOR ECTS		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional Training							11 hours
	Local group sessions 3 hours each							12 hours
	Webinars 1 hour each							7 hours
	Self study	 26 hours			 5 hours			31 hours
		Weekly mentor sessions			Fortnightly mentor sessions			

PROGRAMME OVERVIEW FOR MENTORS		Year 1			Year 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
MENTOR	Induction core content package	 3 hours						3 hours
	Training sessions	 3 hours	 3 hours		 1 hour	 1 hour	 1 hour	9 hours
	Webinars							10 hours
	Reading and reflection	 3 hours			 2 hours			5 hours



The funded provider-led programme is rooted in research and expertise and backed by a range of tailored resources. Blocks in year 2 build on the foundations encountered in year 1 to develop mastery in crucial these crucial areas of practice and as such ECTs encounter a spiral curriculum.

<b>Year 1</b>	• Establishing a positive climate for learning
	• How pupils learn: memory and cognition
	• Developing effective classroom practice: teaching and adapting
	• The importance of subject and curriculum knowledge
	• Assessment, feedback and questioning
	• A people profession
<b>Year 2</b>	• Embedding a positive culture for learning
	• How pupils learn: making it stick
	• Enhancing classroom practice: grouping and tailoring
	• Revisiting the importance of subject and curriculum knowledge
	• Deepening assessment, feedback and questioning
	• Continuing your professional development

## Mentor Support

Mentors will both have the opportunity to learn and refine the best evidence-informed approach to mentoring and coaching techniques, enabling them to strengthen essential skills that they can both use to support them in their role as an ECT Mentor but also throughout their career. L.E.A.D Teaching School Hub consistently uses feedback from the previous cohorts of EC PDP Mentors to ensure that provision fits the needs of the current educational climate, in line with ensuring that fidelity is shown to the DfE approved training materials.

Specialist training and support will ensure each Mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the Programme.

These highly skilled Mentors will become the primary source of support and challenge to ECTs.

# The L.E.A.D. Teaching School Hub

## Appropriate Body package:

### **L.E.A.D. Teaching School Hub is proud to offer a strong track record of experience and offer:**

- Named contacts within the Teaching School Hub, for all parties, for AB and ECF needs
- Points of contact partners across the Lincolnshire districts, otherwise known as our Lincolnshire Hub Delivery Partners
- Advice and guidance on the induction of ECTs
- Registration and monitoring of progress of the ECT as the AB and ECF provider, including reporting to the Teacher Regulation Agency (TRA)
- Access to ECT Manager, a user-friendly online platform
- Provision of all paperwork for monitoring, supporting and recording of outcomes
- Making decisions on the outcome of statutory induction for the ECT
- Monitoring of ECT and ECT Mentor engagement on the ECF Programme
- Timely communication with ECT updates for both the AB and the ECT programme
- Giving advice where ECTs are at risk of failure and advising on appropriate support packages for the ECT
- Quality assurance of progress reviews and formal assessments, against the Teachers' Standards
- ECT and Induction Tutor statutory induction information events
- Email and telephone support for ECTs, Induction Tutors and Mentors and assistance in planning additional targeted support and intervention, including onsite visits, when an ECT's progress is causing concern
- Opportunities to build networks - a collaborative QA approach with the aim to identify and share best practice and further improve systems and processes for schools
- Access to up-to-date guidance documents
- A school visit, when appropriate

## Costs

Appropriate Body Services	Includes	Cost per year
<p><b>Option A</b> School using a training provider to deliver ECF-based training or provider-led programme (<i>previously known as the Full Induction Programme (FIP)</i>)</p>	<ul style="list-style-type: none"> <li>• Full induction programme of support and training package with full Appropriate Body support (see previous page for further details)</li> </ul>	<p><b>£240 per ECT, per year of induction</b></p>
<p><b>Option B</b> School using DfE-accredited materials to deliver ECF-based training (<i>previously Core Induction Programme (CIP)</i>)</p>	<ul style="list-style-type: none"> <li>• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training</li> <li>• AB registration</li> <li>• Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period</li> <li>• Additional support for ECTs not meeting Teacher/Induction Standards</li> <li>• Appropriate Body support (see previous page for further details)</li> </ul>	<p><b>£240 per ECT, per year of induction</b></p> <p><b>+ £835 per school site for the full two year induction period</b></p>
<p><b>Option C</b> School designing and delivering their own training programme based on the ECF (<i>previously school based induction (SBI) or school induction programme (SIP)</i>)</p>	<ul style="list-style-type: none"> <li>• Fidelity check before the start of the induction period by the AB where schools can provide detailed breakdown of the ECF delivery for years 1 and 2 of induction, including mentoring support and training</li> <li>• The induction design covers the evidence-based statements in the ECF</li> <li>• AB registration</li> <li>• Additional observation(s)/quality assurance of ECF delivery programme throughout the two-year induction period</li> <li>• Additional support for ECTs not meeting Teacher/Induction Standards</li> <li>• Appropriate Body support (see previous page for further details)</li> </ul> <p><i>NOTE: ABs will be expected to check in a greater level of detail where a school opts to design their own training programme, based on the ECF, due to the greater risk that a school-based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme.</i></p>	<p><b>£240 per ECT, per year of induction</b></p> <p><b>+ £1060 per school site for the full two year induction period</b></p>

## Contact

To find out more about the ECF/AB Provision, contact:

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