



Developing the next generation of teachers

Early Career Framework

A 2-year programme for Early Career Teachers and their Mentors, delivering the Department for Education's Early Career Framework

Funded by



Department
for Education



The Early Career Framework reforms

The **Early Career Framework (ECF)** lays a strong foundation for every new teacher through evidence-based professional development and support that will ensure they feel confident, in control and excited about their new teaching career.

Designed in close partnership with teachers, headteachers, academics, the Chartered College of Teaching and the Education Endowment Foundation, the ECF underpins what all early career teachers should be entitled to learn about and learn how to do based on expert guidance and the best available research evidence. Our **Early Career Framework** facilitates the provision of this knowledge.

A detailed overview of the **Early Career Framework** can be found on the Department for Education website.

Funding for early career development

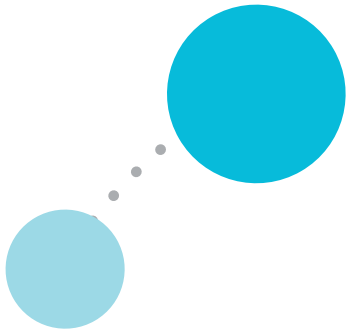
The DfE provide funding for the Early Career Framework and as such there is no financial burden on schools.

The DfE funding provides for:

- Time out of the classroom for new teachers to receive support from mentors and extra training throughout their first two years on the job (10% time off-timetable in year 1 and 5% time off-timetable in Year 2)
- Mentor time spent undertaking training (totalling 36 hours over the 2-year programme) in addition to Mentors' time with the mentee in the second year of teaching
- All facets of programme delivery including Face-to-Face training events and online workshops

Funded by





Early Career Framework

Our **Early Career Framework** supports Early Career Teachers (ECTs) to develop the skills and confidence needed to flourish in the classroom.

The DfE-funded Early Career Framework from **Best Practice Network** delivers the ECF reforms through a combination of facilitated Face-to-Face training and interactive self-directed study. It logically follows on from initial teacher training to further develop key teaching practices.

Furthermore, the programme provides for the training of in-school mentors who will meet with early career teachers on a weekly basis to share their experience and support teachers at this vital stage of their career. Mentoring is a meaningful commitment to both the mentor's and the early career teachers' professional development.

The programme is delivered locally and in collaboration with schools whilst the programme content, divided into 9 modules and mapped to the Teachers' standards, draws from a range of subjects, phases and contexts ensuring relevancy and maximising participation.



The Early Career Framework is part of our **Golden Thread** of CPD for education professionals at all stages of their career.

Learn more about our Early Career Framework at bestpracticenetwork.co.uk/ecf

Tips from Current ECTs

“Feedback is not reflective of you as a person.”

“Take some time at the start of the programme to get familiar with Canvas and how you will need to use it to complete your self-study materials. Make the most of your Mentor meetings and ensure they are impactful by being organised and up to date with your self-study.

“Bring your authentic self to the classroom.”

“Although you may feel that you have covered some of the content of the ECF programme in your teacher training, the big difference now is that you are the classroom teacher responsible for those children and they deserve a reflective teacher who is willing to retrieve and consolidate their learning.”

“Use your mentor and build professional relationships to learn the most from people with experience.”

The ECF Candidate & Partner Support Team - Here to Help

Our ECF Candidate & Partner Support Team is always on-hand to help schools, Early Career Teachers and mentors - from initial registration right through to programme completion.

The team can be contacted on 0 117 920 9200 or at ecf@bestpracticenet.co.uk and are committed to ensuring that all participants are supported to make the most of their time on the programme.



ECF Structure Changes

At Best Practice Network we are continually reviewing and updating our programmes, structures, systems and delivery in light of feedback from across our amazing network of partners, schools, HTs, Mentors and ECTs.

In response to this feedback, we are delighted to announce our new and streamlined programme structures for both our Early Career Mentor (ECM) and Early Career Teacher (ECT) programmes.

Why are we making these changes?

It is very important to us at Best Practice Network that all our ECTs and Mentors receive the highest level of training and support while with us. The programme changes have been made directly due to participant and school feedback and concerns regarding such subjects as:

- Mental health and wellbeing
- Teacher workloads
- Timetabling and arranging cover
- Improving collaboration and discussion
- Networking with peers

What changes are being made to the programme?

As a result, we have made the following changes to the programme.

For ECTs:

- ECT event hours condensed to one longer Face-to-Face event per module, rather than multiple shorter either Face-to-Face or online events throughout the term
- All training will now be Face-to-Face (online sessions can be offered if requested or Face-to-Face is unavailable)
- Longer induction conferences, held Face-to-Face with the possibility of our delivery partners hosting

For Mentors:

- Mentor hours reduced so less events overall
- A 2-hour Face-to-Face event only in certain modules, rather than a mixture of multiple shorter either Face-to-Face or online events throughout the term
- All Face-to-Face training (online sessions can be offered if requested or Face-to-Face is unavailable)
- The possibility of holding the Mentor Induction Conferences Face-to-Face by our delivery partners

At Best Practice Network we are proud to be introducing these changes, having listened to current participant feedback and actioned improvements for the future ECTs and Mentors working with us

Supporting Early Career Teachers

The Early Career Framework has been developed by experienced school leaders and academics to ensure a high quality, supportive induction.

The creators of the programme have carefully considered the demands already placed on early career teachers and developed a programme that will not add to their workload.

Early Career Teachers are entitled to a funded 10% time away from classroom in their first year and 5% time away from classroom in their second year – the Early Career Framework has been designed to be completed entirely within this time-off timetable.

What they learn

✓ All of the *Learn that's* and *Learn how's* align with content from the **Early Career Framework** with sections on:

- behaviour management
- pedagogy
- curriculum
- assessment
- professional behaviours

✓ Classroom strategies to support pupil learning and wellbeing

✓ The reflective capacity to evaluate their teaching

How they learn

The Early Career Framework uses a blended delivery model that takes advantage of a range of channels to deliver learning including:

- **Induction events** at the start of each year to engage with early career teachers, outline expectations and facilitate the development of peer networks; with keynotes and workshops from leading practitioners
- **Face-to-Face training** hosted by local delivery partners with local expert facilitators
- **School visits** to be agreed with ECT and Mentor
- **Self-directed study** allows for candidates to delve into ECF content most relevant to themselves when convenient
- **Mentor sessions'** structured content offers a safe space to reflect on progress



“ECTs gain the extensive knowledge and skills they need to thrive in the early stages of their teaching careers. They benefit from the high-quality pastoral support offered by BPN and their ECF delivery partners.”

- Ofsted report 2023

Early Career Teacher Programme Schedule

ECTs - Year 1

TERM 1 (First Half)	TERM 1 (Second Half)	TERM 2 (First Half)	TERM 2 (Second Half)	TERM 3 (First Half)	TERM 3 (Second Half)
<p>BPN / Partner Induction Training 3 hours</p> <p>Reading - ECF Research Evidence Base 1.5 hours</p>	<p>Regional Training Event - Module 1 ECF content 3 hours</p>	<p>Regional Training Event - Module 2 ECF content 3 hours</p>	<p>Regional Training Event - Module 3.1 ECF content 3 hours</p>	<p>Regional Training Event - Module 3.2 ECF content 3 hours</p>	<p>Regional Training Event - Module 4 ECF content 3 hours</p>
<p>ECF Curriculum Self-Study 2 hours</p>	<p>ECF Curriculum Self-Study 4 hours</p>	<p>ECF Curriculum Self-Study 4 hours</p>	<p>ECF Curriculum Self-Study 4 hours</p>	<p>ECF Curriculum Self-Study 4 hours</p>	<p>ECF Curriculum Self-Study 4 hours</p>
<p>Module 5: Fulfilling Professional Responsibilities, integrated across Year 1</p>					

ECTs - Year 2

TERM 1 (First Half)	TERM 1 (Second Half)	TERM 2 (First Half)	TERM 2 (Second Half)	TERM 3 (First Half)	TERM 3 (Second Half)
<p>BPN / Partner Induction Training 3 hours</p> <p>Reading - ECF Research Evidence Base 1.5 hours</p>					
<p>Regional Training Event - Module 6 ECF content 2 hours</p>	<p>Regional Training Event - Module 7 ECF content 2 hours</p>	<p>Regional Training Event - Module 8 ECF content 2 hours</p>			<p>Regional Training Event - Module 9 ECF content 2 hours</p>
	<p>ECF Curriculum Self-Study 1 hour</p>	<p>ECF Curriculum Self-Study 1 hour</p>	<p>ECF Curriculum Self-Study 3 hours</p>		
				<p>School visits 2 x 2 hours</p>	



We appreciate how much pressure Early Career Teachers are under, which is why so much consideration has been given towards creating an Early Career Framework development programme, which is flexible and responds to individual needs.

Supporting Mentors

The mentor role is key to successful teacher induction and as such mentors will receive access to high quality support, training and ECF materials.

Funding will be provided to cover time-off timetable for Mentors who are being trained. This will include Face-to-Face and/or online events, self study and Mentor/ECT meetings over two years (10% time-off timetable in year 1 and 5% time-off timetable in year 2).

It is up to the school to appoint a suitable mentor who should have the necessary skills and experience to successfully induct the Early Career Teacher.

The Mentor role

The qualities of a strong mentor might include strong interpersonal skills, in-depth subject knowledge and a broad understanding of pedagogy. Mentors will be expected to:

- Attend weekly structured mentoring sessions with early career teachers
- Support, develop and challenge early career teachers
- Support the wellbeing of early career teachers and support a healthy work/life balance

What they learn

Mentor training will commence with induction and pre-deployment training.

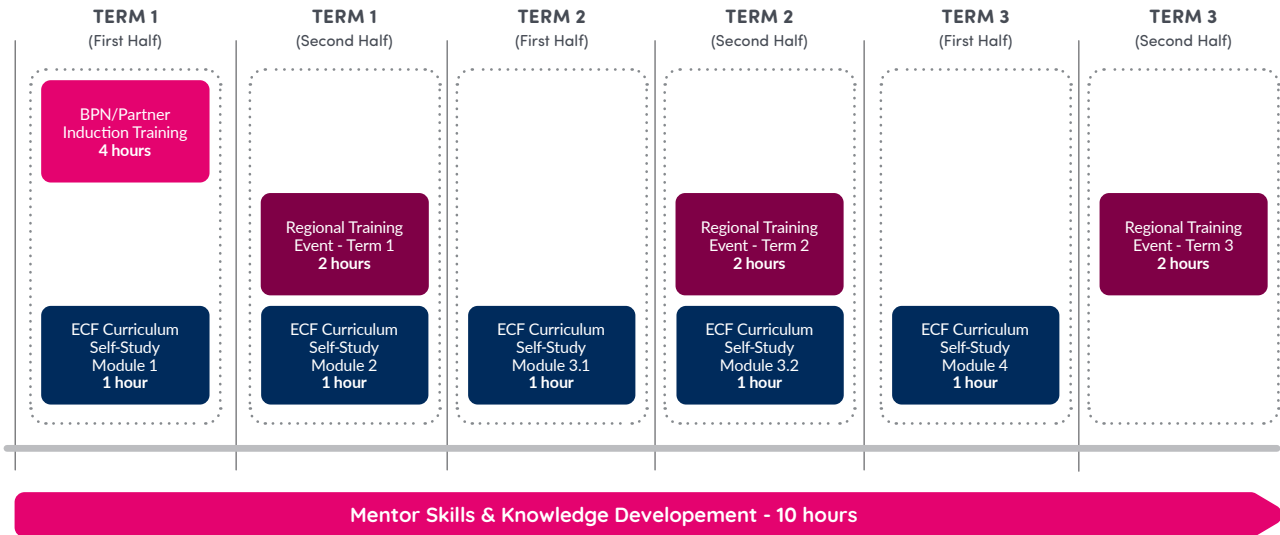
Mentors will complete a skills audit, identifying gaps in knowledge, allowing busy Mentors to focus on specific activities and reading in the online self-study pre-deployment pack that covers:

- ✓ Essential *Learn that's* for new Mentors
- ✓ An exploration of the role of the Mentor
- ✓ The Mentor standards, skills/behaviours
- ✓ An introduction to the ONSIDE and CEDAR Mentoring models, illustrating their use and impact

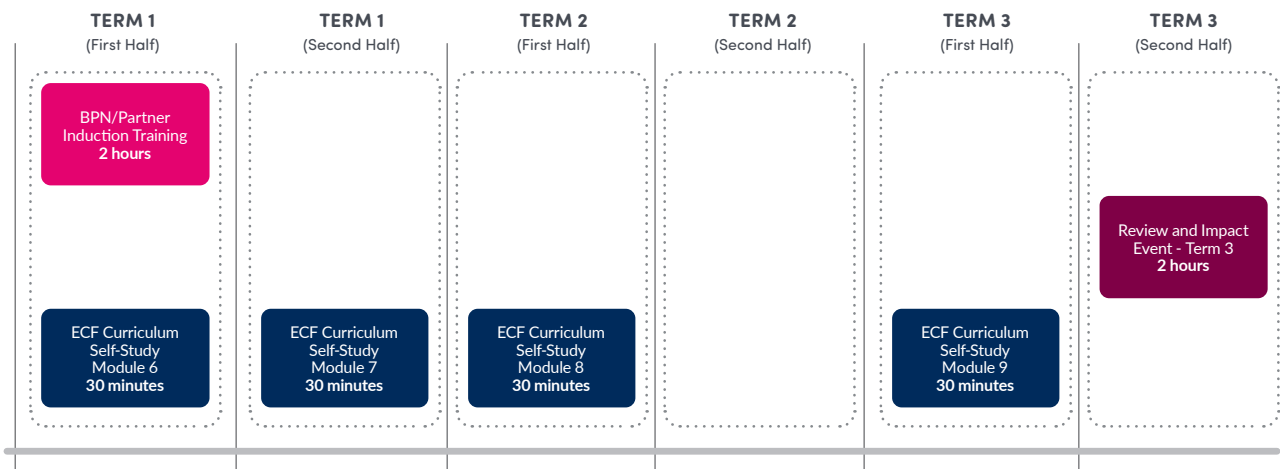


Mentor Programme Schedule

ECMs - Year 1



ECMs - Year 2



Flexible learning for Mentors

As with Early Career Teachers, we appreciate that the mentoring role is an additional one for many teachers, adding pressure on their time and capacity. Our mentoring programme is designed to be flexible and offer alternate routes for mentors to remain engaged. The flexibility of the programme is demonstrated by:

- Our Programme being staggered over 2 years around busier times during the school year. Sessions are recorded allowing flexible access
- Guidance on remote mentoring practice and support, further freeing up mentors' time
- Module sequences being adapted to meet the needs of the school and mentor

The ECF School Dashboard

The ECF School Dashboard is a user-friendly way for Headteachers and Induction Tutors to view all their ECT and ECM registration details, their status on the programme and, importantly, their programme schedules.

Keeping track of this information is fundamental in ensuring that your staff are making the most of their training. The ECF Dashboard enables schools to track who has registered for ECF and view their progress within the programme.

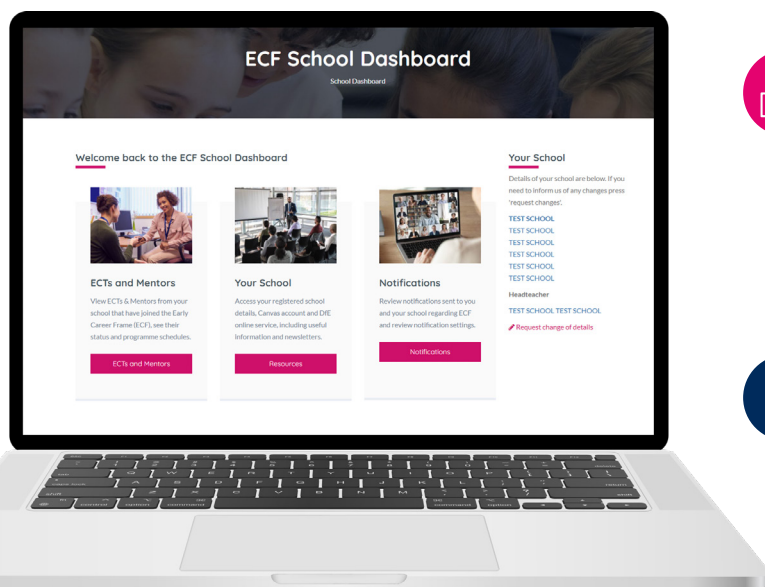
Key benefits

All Induction Tutors and Headteachers are able to:

- Monitor ECT / ECM registrations to ensure all participants from their school have registered correctly
- Download the latest versions of ECT / ECM programme schedules to support with engagement, workload planning and staff cover
- Notify us of changes of circumstances in relation to their ECTs / ECMs
- Access the latest newsletters, policies and guidance
- Receive instant notifications
- Have access to direct links (where authorised to sign in) to access Canvas (VLE) and DfE “Manage Early Career Training Services”

How it works

Once signed up, all Headteachers and Induction Tutors are sent unique logins allowing them access to the ECF School Dashboard. Upon logging in they will be greeted with three options: ECTs and Mentors, Your School and Notifications.



ECTs and Mentors

Here you will find a list of all of the ECTs and Mentors registered at your school, you will be able to see their application progress with the DfE as well as their group status and their corresponding Mentors / ECTs. Clicking into individual profiles will take you through to a detailed schedule of their ECF training. You can then at the click of a button choose to Export this schedule as an Excel file which can be shared with your ECTs and Mentors.



Your School

This page is where you will find links to Canvas, which is the Virtual Learning Environment (VLE) we use to deliver the majority of the ECF training. There is also a link to the DfE Online Service, which is their own ECF portal. You can also find other resources such as valuable newsletters, key ECF policies and guidance for both ECTs and Mentors.



Notifications

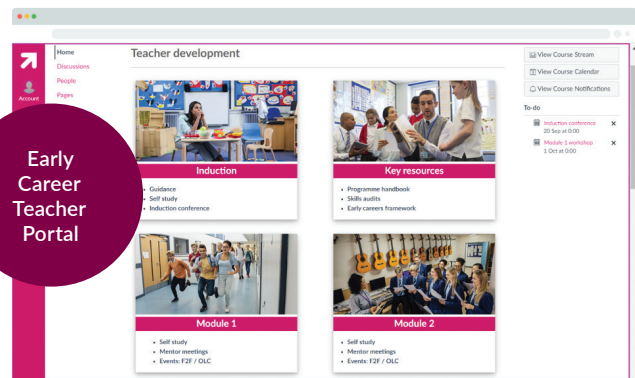
Here you will be able to see any alerts or any updates to the programmes to keep you informed. Once notified of any changes from schools about their ECTs and Mentors, we are able to action specific requests and make any necessary updates.

The ECF Virtual Learning Environment - Canvas

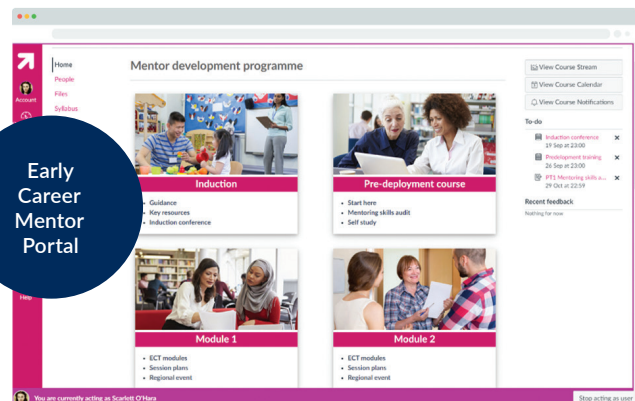


The Early Career Framework uses a blended delivery model which combines Face-to-Face learning with online content, resources and activities.

Online resources and activities, created by our expert instructional designers, are accessed through the Canvas Virtual Learning Environment.



Early
Career
Teacher
Portal



Early
Career
Mentor
Portal



Ofsted
Outstanding
Provider



Why
choose us?

Best Practice Network is the leading provider of initial teacher training to early years teachers and National Professional Qualifications (NPQs), helping to develop the leadership capabilities of thousands of school leaders throughout England.

Through our Early Career Framework, we support the government's Early Career Framework reforms and are able to offer this 2-year funded support package to schools across England from September 2021.

We complement our suite of leading educational training programmes with training for support staff and other roles through our Higher Level Teaching Assistant (HLTA), National Award for SENCO (NASENCO) and Level 4 Diploma for School Business Managers (DSBM) programmes.

Whole Career Development – The Golden Thread

Best Practice Network is able to support teachers and education professionals at all stages of their careers. Our broad suite of training programmes allows us to work with schools to develop their teachers and support staff from early career development right through to specialist and leadership roles.



Trainee
Teacher



Early Career
Teacher



Fully Qualified
Teacher



Experienced
Teacher



School
Leader

Learn more

0 117 920 9200

enquiries@bestpracticenetwork.co.uk

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Services
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