

## **Frequently Asked Questions**

### **Are these changes going to increase workload for schools and teachers?**

DfE are reducing the number of formal assessment points from three to two, with progress reviews in any term where there is no formal assessment. Progress reviews are expected to be informed by **existing** evidence of the Early Career Teacher's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by existing evidence and there is no need for the ECT to create anything new for the formal assessment. They should draw from their work as a teacher and from their induction programme.

For some schools there will be some additional appropriate body checks depending on the type of induction accessed by the ECT. Where schools deliver their own training using DfE-accredited materials and resources or the ECF, additional quality assurance will be necessary in order to safeguard the ECTs' entitlement to an ECF based induction. Schools with ECTs on the funded provider led programme will not need additional appropriate body ECF fidelity checks

### **I have a teacher who will only be halfway through their newly qualified teacher (NQT) year by September 2021 - what will happen for them in September?**

All ECTs who start induction from 1st September 2021 will be required to follow the new two-year ECF-based induction arrangements.

There will be some ECTs who will have started but not completed induction on 1 September 2021. These teachers are covered by the transitional arrangements on page 8 of the guidance and where possible these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction.

These teachers will also have access to the [high-quality training materials](#) which have been made available a year ahead of schedule so that the maximum number of teachers can benefit from the support the ECF provides.

### **Does Ofsted's inspection role on the ECF programme mean that my school is going to be inspected?**

Ofsted will inspect the lead providers. To inform their assessment of the lead providers, Ofsted will visit a sample of delivery partners and will engage others involved in receiving and delivering their programmes including teachers, and mentors. Delivery partners, including schools, will not be judged individually as part of these inspections, or directly named in reports.

### **Where are all the ECF materials?**

All providers are linked to from the GOV.UK pages:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

**Why does the funding for time off timetable only cover the 5% time in the second year?**

*A: Year one funding is already included in the National Funding Formula so schools will continue to receive this as normal.*

**Where/how is the funding for both years of the induction accessed by schools to cover the induction tutor role? Will there be additional funding for the tutor role in year 2?**

*A: There is no additional funding provided for the role of induction tutor. There are however two types of mentor funding available to schools for delivery of the Early Career Framework:*

- 1. For schools who opt for the funded provider-led programme £800 – £990 is paid per mentor per year and is for 36 hours of backfill time over two years for the mentor to attend the provider-led mentor training.*
- 2. Approximately £900 – £1,100 depending on region will be paid to state schools providing statutory induction and is funding for mentors to spend with ECTs in the second year of induction. It is available to all state schools regardless of which delivery approach they choose to provide an ECF based induction.*

**Is there an expectation from September that mentors as part of Yr1 support are given time to support ECTs?**

*A: Mentors are expected to regularly meet with ECTs for structured mentor sessions to provide effective targeted feedback over the course of a two-year induction. When selecting the mentor, the headteacher should ensure that the mentor has the ability and sufficient time to carry out their role effectively.*

*All state funded schools will receive funding for mentors to spend with early career teachers in the second year of induction – this is based on 20 hours of mentoring across the academic year. For those on the Full Induction Programme, there will be a payment to schools for the time that mentors of early career teachers spend on Department-funded mentor training, which will consist of 36 hours of backfill time over two years per mentor.*

**Do you expect and fund each ECT to have their own separate mentor or do you expect one mentor to have several mentees – thinking of large secondaries with 10 plus ECTs**

*A: It is at each school's discretion as to who should mentor each early career teacher—there is no requirement that there be one mentor for all ECTs within a school – see the statutory induction guidance for further information. The DfE has committed to funding up to a 1:1 ratio. This means there is one funded mentor place for each ECT registered.*

**Will funding payments be made directly to schools – or will it go to local authorities?**

*A: All state funded schools offering statutory induction will receive additional funding to deliver the ECF reforms. The funding will cover:*

- 5% off timetable in the second year of induction for all early career teachers to undertake induction activities including training and mentoring*
- funding for mentors to spend with early career teachers in the second year of induction – this is based on 20 hours of mentoring across the academic year*

*State schools undertaking statutory induction will receive a single payment for their early career teachers and mentors in the summer of the second year of induction.*

**How will an Independent School be able to access the ECF training? What will the cost be to them?**

*A: The statutory induction guidance sets out the three approaches schools can choose from to deliver an ECF-based induction. It is up to the headteacher to choose the approach that best meets the needs of their early career teacher(s) and mentor(s).*

*Institutions which are eligible to offer statutory induction, are not state funded (for example, independent schools) and want to offer their ECTs the provider-led programme may enter into arrangements with lead providers directly to access the Full Induction Programme. This is subject solely to the agreement of the lead provider and the institution.*

*Where agreement cannot be reached these institutions will be able to deliver their own training using the freely available DfE accredited materials and resources or design and deliver their own programmes. In such instances the appropriate body will be responsible for ensuring the ECT receives a programme of training and support based on the ECF.*

**Please can you explain more about how the provider-led training will work**

*A: For the provider-led option Schools can choose to work with a provider accredited by the DfE who will design and deliver a programme of face-to-face and online training to early career teachers and their mentors. In September 2020 DfE ran a competitive procurement and awarded contracts to six successful Lead Providers:*

- *Ambition Institute*
- *Best Practice Network (home of Outstanding Leaders Partnership)*
- *Capita with lead academic partner the University of Birmingham*
- *Education Development Trust*
- *Teach First*
- *UCL Institute of Education*

*Their programmes will cover all elements of the Early Career Framework, utilising their expertise to design self-directed study materials, mentor session materials and training for both ECTs and their mentors. In addition, all lead providers will be subject to a quality assurance mechanism through Ofsted inspection to ensure the best support for schools and teachers. There may be variation in the order that topics are covered but each programme will take approximately the same number of hours.*

*This programme is funded by DfE. Providers will be paid directly so schools will not face any payment burdens. There will be additional funding for schools using a provider-led programme for the time mentors of early career teachers will spend on the provider-led mentor training. This will consist of 36 hours of backfill time over two years per mentor.*

*You can review the core induction content which underpins all lead provider programmes [here](#). Further information on each lead provider's offer is available via [gov.uk](#).*

**If schools choose the core induction programme, do schools choose the provider and use materials from there or is there a set of accredited materials that are for 'core' use?**

*A: If a school decides to choose the core induction programme, they will be able to use freely available DfE accredited materials, which includes ready to use materials and resources for new teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by the Department for Education and quality assured by the Education Endowment*

*Foundation.*

*The Department for Education has selected four expert teacher training providers who have each developed their own core induction programme based on the ECF:*

- *Ambition Institute*
- *Education Development Trust*
- *Teach First*
- *UCL Early Career Teacher Consortium*

*Although structured differently, each programme contains approximately the same amount of self-study material in terms of hours covered. Schools can use or draw upon any of four core induction programmes in whichever way is most beneficial to them and their early career teachers.*

**What happens to an ECT who begins teaching late eg; Spring Term starters. Do they miss out on term one training?**

*A: Headteachers should ensure that ECTs can access an ECF based induction regardless of what point in the year they start their teaching post.*

*For those on a provider-led programme, every lead provider will have a policy on how to support ECTs who join their school during the academic year. It is the responsibility of the provider and its delivery partners to support mentors and ECTs in this circumstance by providing training. This means that ECTs should be able to start their induction outside of the September window.*

**Some LAs provide a holistic programme of support for their NQTs such as information on supporting NQTs with their health and wellbeing. Where is there a place for this in the programme?**

*A: The ECF reforms do not restrict a school's or LA's ability to provide additional CPD to their teachers. Schools and LAs can continue to provide additional holistic support and CPD to ECTs separate to their statutory induction requirements.*

**Will all providers be able to support early teachers who are based in special schools?**

*A: The Early Career Framework underpins what all early career teachers should learn about and learn how to do based on expert guidance and the best available research evidence. It covers five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours and is designed to work for all ECTs regardless of subject, phase and / or school. The lead providers have ensured that there are materials and exemplification for primary and secondary schools and different subjects.*

**When will the digital platform be accessible to schools and how?**

*A: Department for Education are proceeding with the roll out of the online service. From the end of April, schools will begin to be contacted asking them to nominate their induction tutor on the service if they have decided to use an approved training provider (Full Induction Programme FIP) or the DfE-accredited materials (Core Induction Programme CIP).*

**What about where ECTs are not making adequate progress following a FIP, will the AB not have a role in ensuring appropriate tailored support is in place?**

*A: Regardless of which training route an ECT is following, the AB has a role around ensuring the school has put in place adequate support. A detailed explanation of the roles and responsibilities of ABs can be found in the updated statutory guidance and Appropriate Bodies Guidance.*

**How will the schools know how successful these programmes are?**

*A: Department for Education are committed to gathering evidence about the implementation and impact of the Early Career Framework, to ensure that it provides the best support for new teachers entering the profession. Therefore, we are working with the Education Endowment Foundation (EEF) to ensure a comprehensive package of evaluation activity.*

*The DfE will shortly be launching the procurement of a process evaluation of the national roll-out of the Early Career Framework. This evaluation will commence in the summer and will inform continuous improvement in the implementation of these reforms and provide early evidence about whether the programme is achieving its aims.*

*The EEF will soon commence the procurement for a contractor to carry out an evaluation about the impact of participation in the full induction programme, as part of the national roll out of the Early Career Framework. This work will commence in Autumn 2021.*

*Both evaluations will be published.*

**An NQT who started in January will have completed two terms by summer but will still have one term to do, will they just continue with their last term under the NQT programme as they have already started?**

*A: Yes, DfE will have transitional arrangements in place which will allow teachers who have part completed induction to finish their 1-year induction. Where possible/appropriate these ECTs should have an ECF-based induction and a mentor for the remainder of their one-year induction*

**Who can fulfil the mentor role? Do they need to be at leadership level?**

*A: DfE do not have set criteria for who can fulfil the role of mentor. The headteacher is expected to identify an appropriate person to act as the ECT's mentor. The mentor is expected to hold QTS and have the necessary skills and knowledge to work successfully in this role*

**Do fast-track ECTs have to engage in ECF based training if they are completing induction in the minimum one term?**

*A: Teachers serving a reduced induction should still receive an ECF based induction and headteachers should work with induction tutors (and providers where appropriate) to ensure the training is appropriate in each individual circumstance*

**If the ECF is not an assessment, is there still a formal sign off process at the end to ensure standards have been met and what is the process if there are performance concerns during the 2 years?**

*A: Assessment as now will continue to be against the teacher standards.*

**How will Induction be served when teachers are on supply? i.e. they currently must work at least one full term for it to be counted but, if there are assessments annually, can they still split Induction like this?**

*A: ECTs can continue to move between schools during induction. The minimum period that counts towards induction will remain at 1 term so as long as the ECT's induction post is longer than 1 term the completed terms will be carried over. If an ECT leaves a post after completing one term or more in an institution but before the next formal assessment, the induction tutor is expected to complete an interim assessment which will capture the ECT's current progress and performance.*

**Can you clarify the difference between mentor and tutor?**

*A: The Statutory Induction Guidance sets out the roles and responsibilities for the induction tutor and the mentor. DfE have separated out the two roles to ensure that mentoring support (role of mentor) is not conflated with assessment against the Teachers' Standards (role of induction tutor) It can be found here:*

*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/972316/Statutory\\_Induction\\_Guidance\\_2021\\_final\\_002\\_1\\_1.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/972316/Statutory_Induction_Guidance_2021_final_002_1_1.pdf)*

**Some schools are very small - they will not be able to have separate induction tutor and mentor. Sometimes it is the headteacher who takes on all those roles. How will this be checked**

*A: DfE recognise that some schools have limited capacity and may struggle to provide a separate induction tutor & mentor. In some exceptional circumstances it may be necessary for the headteacher to designate a single teacher to fulfil both roles, which may be the headteacher themselves. Where this is the case the headteacher should ensure that the induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards*

**Are QTLS teachers expected to do ECF induction?**

*A: Teachers who take the QTLS route are currently exempt from requiring statutory induction. But the DfE-accredited materials are available to all schools, so they would be able to deliver these training materials to those teachers if they feel they would benefit, certainly.*