Teach First

Early Career Framework

Starting our programme in September 2022

Contents

Welcome

Welcome to the Teach First Early Career Framework (ECF) programme. We're delighted to help early career teachers (ECTs) get the best possible start to their teaching career.

The Early Career Framework is a fully-funded, two-year package of structured training and guidance for early career teachers (ECTs). The ECF is at the heart of the Department for Education's (DfE) teacher recruitment and retention strategy to transform the support teachers get at the beginning of their careers. It's underpinned by the best available research and allows the dedicated time ECTs need to focus on their development.

There are three intakes of this programme each year: in September, January and April.

This document is designed to provide an overview of the course and a timeline of important events. It will also let you know where to access other information that you'll need as part the programme. It contains:

1. What to expect when starting our ECF programme as part of the September intake.
2. Key information and documents to support progress.
3. Details about the induction process.
4. Module dates.
5. A week-by-week breakdown for each module.

Further guidance and a more detailed explanation of the programme is available in the programme guide (available on [My Teach First](#)).

What to expect when starting the ECF programme in September 2022

Joining our programme in September means the programme will follow the academic year, based across 6 half terms (1 module per half term). ECTs will complete their induction in September and start module 1 in the first half of Autumn term.

Mentors will also have an induction in September. They will then have a live seminar each half term going forward along with a self-directed study session that they will engage with on Brightspace. There is more information on the time commitment for ECTs and mentors each half term in the programme guide.

Please see the **'Weekly sequence of learning and support'** on page 6 for a week-by-week breakdown of how each module will be set out.

Supporting progress on the ECF programme

There are a variety of documents and platforms that will support programme members on the ECF:

Programme guide: Available on My Teach First, this provides a detailed breakdown of the programme content and how the programme will be delivered.

My Teach First: My Teach First is the online platform used to access self-directed study materials. You will receive your log in information before the start of term. If you have not received it five working days after receiving your welcome email or have any technical issues, get in touch via the 'contact us' button on My Teach First.

Brightspace: Brightspace is the learning platform that hosts all online content. You can access this through My Teach First using the Brightspace Learning Platform link on your homepage. ECTs, mentors and ECF Leads/induction tutors all have access to Brightspace and will be able to monitor progress.

Module overviews: Before the start of each module, a module overview will be added to My Teach First, giving a detailed outline of the self-directed study and seminars for that module.

Mentor handbook: Mentors will receive a handbook containing a detailed breakdown of each scheduled mentor interaction throughout the year. Each offers specific guidance on what could be discussed in each meeting, how to plan for the next meeting and links to the appropriate area of the ECF. There is also space to record precise action steps and next meeting date.

Providing Flexibility on the ECF Programme

ECTs will all have different starting points based on previous knowledge and experience, their areas of strength and development should be documented within their ECT action plan from their ITT provider and helpful to explore each half term, at the start of each module, to identify specific areas of focus within the module.

There is also flexibility built into the programme design for the following scenarios:
1. If an ECT shows strengths in an area they are expected to cover in a module –
   Each module has stretch content, ECTs should discuss which self-directed content

they should engage with. Stretch content is available for each module, ECTs should be directed to this rather than repeating or duplicating areas they are confident in.

2. If an ECT is struggling with an area not in the current module – ECTs will have access to all self-directed content on Brightspace at the start of the year. Through conversations with their mentor, they can access some content in advance of that module to support any immediate needs. This should not replace the module sequence. There is space each half term for ECTs to engage with bespoke needs (outlined in the sequence below).

3. If an ECT requires a more significant adjustment (e.g. they are part time, taking a break from Induction) - Schools should complete a programme adjustment form outlining which can support flexibility of length and engagement with the ECF programme. This should be discussed with your Appropriate Body as well as shared with your ECF Provider.

Module information

Module dates

Listed in this table are dates between which each module falls.

Module	Module title	Terms
	Induction	Autumn 1 (September)
1	How can you create an effective learning environment?	Autumn 1
2	How do pupils learn?	Autumn 2
3	What makes classroom practice effective?	Spring 1
4	How can you use assessment and feedback to greatest effect?	Spring 2
5	How can you support all pupils to succeed?	Summer 1
6	How can you plan a coherent curriculum?	Summer 2

Professional progress reviews and formal assessment

The ECF Lead/induction tutor in school is responsible for implementing the review and assessment guidance from their appropriate body. One professional progress review

should be conducted per term with the second and final formal assessment taking place at the end of the second year.

Further information around professional progress reviews and formal assessments can be found in the Programme Guide.

Weekly sequence of learning and support

To support the successful running of this programme in school, we've provided a week-by-week sequence of the module to outline activity across the year.

For each week of the school year, it identifies:

1. the online session ECTs could complete
2. the focus of the weekly mentor interaction
3. the ECT seminar topics per module and the weeks in which they will take place

By following this sequence whilst implementing the programme, it will ensure ECTs have access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the mentor interactions and resources.

However, mentors may wish to adapt the weekly focus and suggest stimulus to support ECTs and address their highest leverage development needs. Mentors have an important role in maintaining pace and challenging ECTs' development, adapting to their emerging development needs. Mentors should also consider how knowledge developed in an ECT's Initial Teacher Training (ITT) can be deepened through the ECF.

The suggested sequence below outlines the five sessions ECTs can engage with as their self-directed study for each module, focus for the weekly mentor interactions and live seminars for mentors and ECTs. There are additional mentor interactions with a suggested focus that can be run in place of one or as an additional interaction in the half term. Mentors should consider what is in the best interests of their ECTs when deciding how to use the additional suggested interactions and use these flexibly.

Due to differences in term lengths, consult with the ECF Lead/induction tutor to check alignment to school term dates and adjust the sequence as required.

Induction

ECT Self-directed study focus	Mentor interaction suggested focus	ECT Induction	Mentor Induction
None	Focus: Initial interaction	The Teach First Early Career Framework Programme (45 minutes)	The Teach First Early Career Framework Programme (40 minutes)
		Developing your expertise (1 hour)	Moving from novice to expert (1 hour)
		An introduction to instructional coaching (1 hour 30 minutes)	Instructional coaching and deliberate practice (1 hour)
		Using praise and consequences effectively (1 hour 20 minutes	Improving instruction (1 hour)
		Your wellbeing (30 minutes)	Mentoring to develop strong relationships (30 minutes)
			Understanding Brightspace and your assessment (30 minutes)

Module 1: How can you create an effective learning environment?

ECT Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminars and self-directed study
Establishing effective classroom routines	Focus: Effective entry and settling routines	ECT seminar: Holding high expectations of all pupils	Self-directed study: Mentor assessment
Developing motivation through a supportive environment	Focus: Precise praise and acknowledgement		
Addressing low- level disruption	Focus: Positive and least invasive behaviour management strategies		
Addressing persistent and challenging behaviour	Focus: Addressing persistent and challenging behaviour		
Holding high expectations	Focus: Increasing pupil participation		
None	Flexible focus based on ECT needs. *Suggested focus: Wellbeing*		

Module 2: How do pupils learn?

ECT Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminar and self-directed study
The working and long-term memory	Focus: Building on prior knowledge	ECT seminar 1: Avoiding working memory overload	Mentor seminar 2: Precise actions and shared language
Considering how to introduce new knowledge to pupils	Focus: Breaking complex material and explanation into small steps	ECT seminar 2: Building well organised mental models	Self-directed study after the seminar: Precise actions
Using worked and partially completed examples	Focus: Using worked or partially completed examples		
Helping pupils remember	Focus: Designing low-stakes retrieval quizzes		
Introduction to metacognition	Focus: Introducing self-regulation and metacognition		
None	Flexible focus based on ECT needs *Suggested focus: Combining verbal explanation and graphical representation*	*None*	*None*
None	Flexible focus based on ECT needs *Suggested Focus: Using low-stakes retrieval quizzes*	*None*	*None*

Module 3: What makes classroom practice effective?

Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminars and self-directed study
Review of previous learning	Focus: Review of learning or building knowledge	ECT seminar 1: Using examples and non-examples	Mentor seminar 3: Not all practice is equal
Explanations and modelling	Focus: Using the strategy of 'think aloud' to model metacognitive processes		
Guided practice	Focus: Planning guided practice to build pupil independence		Self-directed study after the seminar: Deliberate practice
Independent practice	Focus: Guided and independent practice	ECT seminar 2: Using questioning to extend and challenge pupils	
Questioning	Focus: Planning effective questions		
None	Flexible focus based on ECT needs. *Suggested focus: Wellbeing*	*None*	*None*

Module 4: How can you use assessment and feedback to greatest effect?

Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminars and self-directed study
What makes assessment effective?	Focus: Planned assessment opportunities	ECT seminar 1: Structuring questions to anticipate and identify misconceptions ECT seminar 2: Peer and self-assessment	Mentor seminar 4: Supporting ECT workload and wellbeing Self-directed study after the seminar: Workload and wellbeing
Planning for effective assessment	Focus: Anticipating and identifying misconceptions through questioning		
Monitoring misconceptions	Focus: Monitoring independent practice		
Making feedback purposeful and manageable	Focus: Giving effective verbal feedback		
Summative assessment	Focus: Making judgement based on performance		
None	Flexible focus based on ECT needs. *Suggested focus: Self-assessment*	*None*	*None*

Module 5: How can you support all pupils to succeed?

Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminar and self-directed study
Supporting all pupils to access the curriculum – developing high-quality oral language	Focus: Developing pupils' vocabulary	ECT seminar 1: Developing pupils' language comprehension and writing in your subject or phase	Self-directed study before the seminar: Engaging with education research
Supporting all pupils to access the curriculum – developing reading and writing	Focus: Implicitly and explicitly teaching vocabulary		
Further developing pupils' prior knowledge	Focus: Pre-teaching key knowledge		Mentor seminar 5: Balancing support and challenge
Providing additional scaffolds	Focus: Scaffolding learning	ECT seminar 2: Adaptive practice and the graduated approach	
Teaching pupils who require a greater level of support.	Focus: The graduated approach		
None	Flexible focus based on ECT needs. *Suggested focus: Adapting practice to meet the needs of all learners*	*None*	*None*

Module 6: How can you plan a coherent curriculum?

Self-directed study focus	Mentor interaction suggested focus	ECT Seminars	Mentor Seminar and self-directed study
What is the purpose of a curriculum?	Focus: Deciding on a topic for a scheme of work and where to go for expert guidance	ECT seminar 1: Identifying the essential concepts, knowledge, and skills of a subject	Mentor seminar 6: Building resilience

Self-directed study after the seminar: Reflecting on year 1 |
Identifying concepts, knowledge, and skills	Focus: Identifying the concepts, knowledge, and skills in a scheme of work		
Sequencing teaching and learning	Focus: Developing the sequencing of teaching and learning in a scheme of work		
Helping pupils master important concepts, knowledge, and skills	Focus: Common misconceptions and strategies to master concepts, knowledge, and skills		
Supporting pupils to build increasingly complex mental models	Focus: Developing practice and concrete examples/non-examples into a scheme of work	ECT seminar 2: Supporting pupils to think critically	
None	Flexible focus based on ECT needs.
Suggested focus: Building spaced exposition, practice, and retrieval practice into a scheme of work	*None*	*None*
None	Flexible focus based on ECT needs.
Suggested focus: Reflections on the year	*None*	*None*