

Early Career Framework Teacher Training Programme

Since September 2021 Elston Hall Learning Trust has provided support, coaching and mentoring for Early Career Teachers. This provider-led programme builds on the thinking behind the Early Career Framework to help educators early in their careers to develop expertise and improve wellbeing and job satisfaction. This programme meets DfE requirements and has been developed using the evidence-based statements from the ECF, along with expertise from highly skilled professionals. It covers the 5 core areas of the ECF: Behaviour Management, Curriculum, Pedagogy, Assessment and Professional Behaviours.

This 2-year blended programme consists of 15 modules (*8 modules in Year 1 & 7 modules in Year 2*) and will entail a mixture of face to face sessions, self-study and coaching opportunities for all ECTs and Mentors. Throughout the self-study materials, ECTs will be expected to complete activities and reflect on their practice, to consider what they are doing well and how they could improve.

ECTs will be assessed against the Teachers' Standards and fully registered with **Manor Teaching School Hub as the Appropriate Body.**

Year 1 – ECT Programme

Autumn Term	
1 – ECF Programme Induction	<ul style="list-style-type: none"> • 2 x Conferences (July & Sept)
2 – Establishing a positive climate for learning	<ul style="list-style-type: none"> • 1 x Conference (Sept) • Self-study tasks • 2 x Mentor coaching observations • Good practice workshops (Oct)
3 – Behaviour management & responding to challenging behaviour	<ul style="list-style-type: none"> • 2 x Conferences (Oct & Nov) • Self-study tasks • 2 x Mentor coaching observations • Good practice workshops (Nov/Dec)
*Additional ECT/ITT Phonics Conference	<ul style="list-style-type: none"> • 1 x Conference (joint with ITT) (Nov)
*Additional Data cycle workshop	<ul style="list-style-type: none"> • 1 x workshop (Nov/Dec)
Spring Term	
4 – Planning for excellence	<ul style="list-style-type: none"> • 1 x Conference (Jan) • Self-study tasks • 1 x Mentor coaching observation • Good practice workshops (Jan/Feb)
5 – How pupils learn	<ul style="list-style-type: none"> • 2 x Conferences (Jan & Feb) • Self-study tasks • 2 x Mentor coaching observations • Good practice workshops (March/April)
6 – The importance of securing subject & curriculum knowledge	<ul style="list-style-type: none"> • 1 x Conference (March) • Self-study tasks • 1 x Mentor coaching observation • Good practice workshops (April)
Summer Term	
7 – Assessment, feedback & questioning	<ul style="list-style-type: none"> • 1 x Conference (May) • Self-study tasks • 2 x Mentor coaching observations • Good practice workshops (June/July)
8 – Building effective relationships & fulfilling professional responsibilities	<ul style="list-style-type: none"> • 1 x Conference (June) • Self-study tasks • Good practice workshops (July)

Year 2 – ECT Programme

In the second year of the programme, the ECT will have a Mentor interaction every two weeks, they will engage with self-study materials, and they will continue to access CPD training sessions each half-term.

The aim of the second year will be to secure and further develop the ECT’s pedagogical knowledge and skills in their subject and/or phase.

Autumn Term	
1 – Year 2 ECF Programme Induction	<ul style="list-style-type: none"> • 1 x Conference (Sept)
2 – Embedding a positive culture for learning	<ul style="list-style-type: none"> • 1 x Conference (Sept) • Self-study tasks • 1 x Mentor coaching observations • Good practice workshops (Oct)
3 – Embedding pupils learning	<ul style="list-style-type: none"> • 1 x Conference (Nov) • Self-study tasks • 1 x Mentor coaching observations • Good practice workshops (Nov/Dec)
*Additional ECT/ITT Phonics Conference	<ul style="list-style-type: none"> • 1 x Conference (joint with ITT) (Nov)
Spring Term	
4 – Enhancing classroom practice to secure outstanding teaching & learning	<ul style="list-style-type: none"> • 1 x Conference (Jan) • Self-study tasks • 1 x Mentor coaching observations • Good practice workshops (Jan/Feb)
5 – Revisiting the importance of subject & curriculum knowledge	<ul style="list-style-type: none"> • 1 x Conference (March) • Self-study tasks • 1 x Mentor coaching observations • Good practice workshops (April)
Summer Term	
6 – Deepening assessment, feedback & questioning	<ul style="list-style-type: none"> • 1 x Conference (June) • Self-study tasks • 2 x Mentor coaching observations • Good practice workshops (May/June)
7 – Continuing Professional Development – Contributing to the wider school	<ul style="list-style-type: none"> • Good practice workshop (July) • Self-study tasks

Wellbeing and Workload Focus –

At the very start of the programme within Module 1 - Induction, all ECTs are guided through key strategies to help manage their workload and to put their wellbeing at the front of all they do. The emphasis on wellbeing and workload throughout this EHLT programme will ensure all ECTs complete their 2-year induction as confident, healthy and aspirational individuals.

Throughout each Module there is a reoccurring section ‘Looking after Yourself’ which will act as a thread throughout the whole 2-year programme. This section will ensure ECTs know how to consider at every point in their teaching journey the best way of managing and sustaining a healthy work life balance. As a profession, we want to ensure we are equipping the ECTs with key strategies to support them in their teaching and throughout the ECF.

At the start of the Year 1 and Year 2 Programme Induction Modules, there is an in-depth section on ‘Looking after yourself’. This section of the Modules includes information about recognising the complexity of wellbeing in the workplace and the importance within teaching. It also supports the ECTs understanding of the impact that lack of wellbeing can have on their own capacity to teach, as well as on the wellbeing of their pupils.

Yearly Overview of CPD –

	Autumn		Spring		Summer	
	Year 1	Year 2	Year 1	Year 2	Year 1	Year 2
ECT	<ul style="list-style-type: none"> 6 x Conferences Good practice workshops Self-directed learning tasks (5 hours) ECT & Mentor meetings (50 mins per week) 4 x Mentor coaching observations Formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 4 x Conferences Good practice workshops Self-directed learning tasks (3 hours) ECT & Mentor meetings (50mins per week) 2 x Mentor coaching observations Formal Lesson Observation (1 per term) 	<ul style="list-style-type: none"> 4 x Conferences Good practice workshops Self-directed learning tasks (4 hours) ECT & Mentor meetings (50mins per week) 4 x Mentor coaching observations Formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 2 x Conferences Good practice workshops Self-directed learning tasks (2 hours) ECT & Mentor meetings (50mins per week) 2 x Mentor coaching observations Formal Lesson Observation (1 per term) 	<ul style="list-style-type: none"> 2 x Conferences Good practice workshops Self-directed learning tasks (2 hours) ECT & Mentor meetings (50mins per week) 4 x Mentor coaching observation Formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 1 x Conference Good practice workshops Self-directed learning tasks (1 hour) ECT & Mentor meetings (50mins per week) 2 x Mentor coaching observation Formal Lesson Observation (1 per term)
Mentor	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 4 x Mentor coaching observations Conduct formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 2 x Mentor coaching observations Conduct formal Lesson Observation (1 per term) 	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 4 x Mentor coaching observations Conduct formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 2 x Mentor coaching observations Conduct formal Lesson Observation (1 per term) 	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 4 x Mentor coaching observation Conduct formal Lesson Observations (2 per term) 	<ul style="list-style-type: none"> 1 x Mentor Conference Mentor self-directed learning tasks (10 mins per week) ECT & Mentor weekly meetings (50 mins per week) 2 x Mentor coaching observation Conduct formal Lesson Observation (1 per term)

Additional Support & CPD opportunities –

- School based and Trust based CPD/Staff meetings (weekly)
- 1 x additional Phonics and Early Reading conference (Y1 & Y2 ECTs)
- 1 x additional 'Data Cycle' workshop (Y1 ECTs)
- Trust Year group meetings, strong lines of communication across other schools
- Shared Trust PPA & regular good practice observations (with narration)
- Termly moderation sessions across Trust schools

Monitoring Expectations -

- Regular review meetings with ECT mentor to reflect on practice, monitor progress and set targets
- Regular Mentor coaching observations (*Following each Module, ECT will apply newly acquired skills into practice. Mentor conducts a coaching observation of 15 mins to identify where this element of practice has been applied and a coaching meeting will follow*)
- Formal lesson observations (at least once each half term) by ECT mentor/Induction Tutor/SLT
- Termly progress reviews
- 2 x formal assessments – 1st assessment (end of year 1) and the 2nd assessment (end of year 2)

ECT Entitlements -

- Year 1 – 10% timetable reduction
- Year 2 – 5% timetable reduction

Mentor Training Programme –

	Autumn	Spring	Summer
			1 x Induction Meeting – <ul style="list-style-type: none"> Welcome & introduction and overview of ECF 2-year programme
Year 1	1 x Conference – <ul style="list-style-type: none"> ECF entitlements for Year 1 & Introduction to term Modules 	1 x Conference – <ul style="list-style-type: none"> Introduction to term Modules 	2 x Conferences – <ul style="list-style-type: none"> Introduction to term Module End of Year 1 Assessment
Year 2	1 x Conference – <ul style="list-style-type: none"> ECF entitlements for Year 2 & Introduction to term Modules 	1 x Conference – <ul style="list-style-type: none"> Introduction to term Modules 	2 x Conferences – <ul style="list-style-type: none"> Introduction to term Module End of Year 2 Assessment

**All ECT Mentors will either have already been awarded with a Level 3 Award in Coaching/NPQLTD or will be enrolled onto an NPQ programme (NPQLTD).*

Mentor Expectations -

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme
- Provide effective support, including phase or subject specific mentoring and coaching
- Take prompt, appropriate action if an ECT appears to be having difficulties

ECT Two-Year Overview –

Session Type	Year 1	Year 2
Mentor sessions	39 hours (1 hour per week)	20 hours (every fortnight)
Conferences	36 hours (3 hours per conference)	21 hours (3 hours per conference)
Workshop (additional)	3 hours (2 x workshops)	1 ½ hours (1 x workshop)
Self-study tasks	19 hours (30 mins per week)	6 hours (1 hour following each conference)
Mentor coaching observations	16 hours (4 hours per term)	6 hours (2 hours per term)
Formal lesson observations	6 lessons (1 per half term)	3 lessons (1 per term)
Progress assessment reviews	3 hours (1 end of each term)	3 hours (1 end of each term)