

Frequently Asked Questions (FAQs)

We have collated the most frequently asked questions and provided answers. If you have any further questions please do not hesitate to get in touch with the ECF team via ecf@educationdevelopmenttrust.com.

Return to EducationDevelopmentTrust.com/ECF

| Question | Answer |
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| Eligibility | |
| What areas are eligible for the early rollout? | <p>The early rollout will be delivered in Greater Manchester, Bradford, Doncaster and across the North East.</p> <p>All eligible LAs:</p> <p>Bolton, Bradford, Bury, Darlington, Doncaster, Durham, Gateshead, Hartlepool, Manchester City Council, Middlesbrough, Newcastle, North Tyneside, Northumberland, Oldham, Redcar and Cleveland, Rochdale, Salford, South Tyneside, Stockport, Stockton-on-Tees, Sunderland, Tameside, Trafford, Wigan.</p> <p>A one-year version of the Early Career Framework reforms will also be expanded to up to 3,000 more early-career teachers across the country from this Autumn, with a focus on schools serving disadvantaged communities.</p> |
| What schools are eligible to take part in the programme? | <p>All Relevant institutions that are in Early Roll-Out areas.</p> <p>These include: a maintained school; a non-maintained special school; a maintained nursery school; a nursery school that forms part of a maintained school; a local authority maintained children's centre; and a pupil referral unit (PRU) or a further education (FE) institution,</p> |

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| | including a sixth form college |
| Why is the department not providing direct support to all schools? | <p>National rollout of the Early Career Framework reforms will take place from September 2021.</p> <p>The DfE's intention is to provide schools with the resources they need to help their early career teachers continue their training and development, building their confidence in areas that they may have missed, and not to add additional burden. It is not mandatory for schools to interact with these materials before national rollout, but they are available to support those who wish to engage with them.</p> |
| I currently use some of the other ECF providers for Initial Teacher Training or other development programmes. Can I still use Education Development Trust for my NQTs? | Yes. Schools have the option to go with any provider they choose regardless of who they work with on other programmes, and all will compliment a range of routes into teaching. |
| Can we buy into this training? | There is no option to buy the training. |
| Is this only for NQTs beginning in September 2020 or is it something we should be putting in place ideally for our September 2020 RQTs? | <p>The programme within the early roll out areas is currently for NQTs that begin in autumn 2020 and lasts for 2-years.</p> <p>The programme for the rest of the country is for NQT's, begins in autumn 2020 and lasts 1-year.</p> |
| Do NQTs who have had their training extended due to COVID-19 qualify? | Trainees making adequate progress towards meeting the standards will be assessed as such before September 1 st by accredited ITT providers. However, if a school has opted into the early roll-out of the ECF and has trainees who have received an extension due to the current pandemic, meaning they are due to complete their training in autumn and will continue their |

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| | employment at the school. Then, we will work with the school to see if it would be appropriate for the trainee to start ECF in advance of starting their induction officially. |
| If a teacher has previously started their NQT year but only completed 1 or 2 terms before stopping for personal reasons, can they join the programme if they are restarting in September? | If early career teachers are restarting their NQT year in Autumn 2020 and their school is participating in early roll-out, then we will work with schools to see if it would be appropriate for the early career teacher to participate on a case to case basis. |
| <i>Mentors</i> | |
| Are the mentors within the schools where the NQT's are, or are they external mentors? | This programme includes a development pathway for in-school mentors. They will become the primary source of challenge and support for the NQTs in their school. |
| How do I pick the right mentors and should they be subject-specific? | The statutory guidance which sets out roles and responsibilities will not change until September 2021 when National Roll-Out begins. Therefore it is for schools to decide who is suitable to be a mentor. All mentors will be able to access funded training programmes and materials. |
| How will the mentor peer-to-peer sessions be organised? | These are self-organised between the two 'buddy' mentors so they can find a mutually convenient time and that it can also be done over the phone / video call. |
| How will you ensure that a high quality of mentoring support is provided by all participating schools? | There is a development pathway for in-school mentors, where they will develop their knowledge of the Early Career Framework and coaching skills in order to provide the best support to their ECTs. Whilst mentors do not have to be subject-specific for the ECT they will be supporting the materials produced drawn from a range of subjects, phases & contexts |
| Will mentors have access to the study materials? | Mentors will benefit from a comprehensive development programme including self-study materials through the online learning platform and have access to all the materials for ECTs. |
| How much time will mentors spend on the programme? | Here is an over-view of the time commitment for both ECT's and their mentors for the 2-year programme. |

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| | <p>Here is an overview of the time commitment for both ECT's and their mentors for the 1-year programme</p> |
| <p>Programme Commitments</p> | |
| <p>How will this programme impact on workload?</p> | <p>The ECF lays out the number of hours NQTs and mentors should be engaging with training, and this will be the same across all four providers. EdDevTrust and the DfE have considered workload carefully when setting out these requirements for both NQTs and mentors.</p> |
| <p>Does this training remain the same for NQT and NQT+1 teachers?</p> | <p>This is a two-year programme of new, high-quality training and support for early career teachers based on the Early Career Framework.</p> |
| <p>Can our professional development content that we specifically deliver to our NQTs run alongside your programme?</p> | <p>The programme is comprehensive for NQTs so this is not required, but schools are welcome to review their own NQT support and continue anything that they feel complements this programme without unduly adding to workload.</p> <p>Early Roll-Out will be optional as statutory changes to induction do not come into force until September 2021. We want as many schools as possible to opt-in. If some schools do not choose to opt-in, the DfE will use evaluation evidence to understand why this is.</p> |
| <p>NQT Assessment</p> | |
| <p>How will NQTs be assessed and what is the involvement of the appropriate body?</p> | <p>The Early Career Framework is not an assessment tool and does not replace a school's chosen appropriate body assessment process.</p> <p>The statutory role of appropriate bodies will not alter in the Early Roll-Out areas (the reforms will not be statutory until the Early Career Framework is rolled out nationally).</p> |

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| <p>Do NQTs move from M1 to M2 over the two years regardless of how well they are doing?</p> | <p>The programme is designed to support the development of NQTs and is not aligned to the assessment of NQTs or pay scales. The ECF should not be used to assess teachers or make decisions relating to their pay.</p> |
| <p>Do the NQT's get QTS status at the end of their 1st or 2nd year?</p> | <p>This programme does not affect when a teacher will gain QTS status.</p> |
| <p>Will ECTs still need to meet with PMs and complete NQT paperwork?</p> | <p>During the Early Roll-Out, whilst the Early Career Framework support package will last for two years, formal induction will continue to be one year long. NQTs will be assessed against Teachers' Standards as currently set out in the statutory induction guidance. This includes the final, formal assessment at the end of the first year. The structure of assessment under a two-year statutory induction is yet to be finalised.</p> |
| <p><i>Funding</i></p> | |
| <p>What funding is available for mentors?</p> | <p>The DfE recognise that being a mentor comes with responsibilities and commitments. As such they have committed to providing funded mentor training as well as funding time off timetable for mentors in the second year of induction to give mentors time to spend with their mentees. They are also funding the development of materials and resources to support mentors which they will be testing as part of Early Roll-Out.</p> <p>Schools participating in ERO will benefit from funding for 5% off-timetable in the second year of teaching for early career teachers (in addition to the existing 10% timetable reduction in the first year), and funded time for mentors to support early career teachers in their second year of teaching.</p> |
| <p>Why is the DfE not funding time off timetable for mentor training?</p> | <p>The mentor training is a great CPD opportunity to upskill your teachers. As with other CPD opportunities, schools will need to release their teachers to contribute to their learning and development</p> |

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| | The DfE will be funding the training itself, therefore it is only the time to take the training that is not funded |
| Is funding available for NQT's to participate? | The DfE are offering to fund time away from the classroom, including time with mentors in the early career teacher's second year, as well as providing access to freely available Early Career Framework based training materials that can be accessed in both years of the two year programme for both early career teachers and their mentors. |
| Why is no funding provided for the first year? | As teachers already have 10% of time off-timetable in their first year, The DfE are offering to fund time away from the classroom, including time with mentors in the early career teacher's second year. |
| When will schools receive funding for the NQT's? | A single payment will be made to schools in the summer term of 2022 (the second year of the initial 2-year programme). |
| Where does the funding responsibility lie in terms of time on top of induction expectations from appropriate bodies? | <p>The statutory role of appropriate bodies will not alter in the Early Roll-Out areas (the reforms will not be statutory until the Early Career Framework is rolled out nationally).</p> <p>During early roll out, it is for schools to decide whether they opt into the programme and receive the package of support or whether they choose to access other services and programmes.</p> |
| <i>Training & Delivery</i> | |
| Who at my school will receive training? | <p>The programme has been specifically designed to meet the needs of early career teachers. It includes learning pathways for both NQTs and their mentors.</p> <p>Schools are expected to enrol their NQTs and associated mentors onto the programme which will begin in September 2020.</p> |

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| <p>What is the difference between the one-year and two-year induction programmes?</p> | <p>The two year programme is available to schools in the early roll-out areas of Bradford, Doncaster, Greater Manchester and the North East, whereas the one year programme is available across the country for schools that are not in the early roll-out areas. The programmes will start from Autumn 2020, with the one year programme ending in 2021 and the two year programme ending in 2022.</p> <p>Both programmes offer high quality packages of development and support for early career teachers and their mentors, free at the point of access. The programmes are underpinned by the ECF and based on the best available evidence. The one-year programme covers all areas of the ECF. The two year programme also provides funding for early career teachers to spend 5% away from the classroom in the second year, as well as funding for them to spend time with their mentors in the second year.</p> |
| <p>What does the programme look like for ECTs?</p> | <p>We will provide time and space for NQT's to reflect on and challenge their own practice, centred around mentoring, face-to-face sessions and self-study activities.</p> <p>Each of these activities will provide opportunities to learn from research on effective teaching practice, try out and reflect on ideas in the classroom, and plan future learning.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> • One-day regional event • Regular webinars to provide opportunities for reflection and discussion. • Regular mentor sessions exploring content with a focus on learning, practicing and reflecting. • Carefully timed self-study on each of the ECF concepts. • Face-to-face (or online) sessions with expert input from specialist organisations exploring effective classroom practice across settings, phases and specialisms. |

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| | <ul style="list-style-type: none"> • One-day event to kick-start year two where ECTs will reflect with their peers, as well as a celebration event to promote continued participation in professional networks and development activities. |
| What does the programme look like for mentors? | <p>The mentoring programme will ensure that each mentor is confident with their knowledge of the Early Career Framework and develops their knowledge and skills in mentoring 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.</p> <ul style="list-style-type: none"> • One-day event regional event. • One-hour webinars to introduce and explore the focus for each half term. • Face-to-face (or online) sessions to develop knowledge and skills in mentoring, aligned to the Mentor Standards with input from specialist organisations. • Regular peer-coaching sessions to discuss progress and challenges with a ‘buddy’ mentor. • A celebration event with ECTs to promote continued participation in professional networks and development activities. |
| How much time will NQTs be expected to spend on this programme? | <p>Here is an overview of the time commitment for both ECT’s and their mentors for the 2-year programme.</p> <p>Here is an overview of the time commitment for both ECT’s and their mentors for the 1-year programme.</p> |
| Who delivers the training? | <p>All face to face delivery and webinars will be delivered by Education Development Trust using expert facilitators. These will include individuals from our programme partners to ensure localised context.</p> |
| What role will local schools or teaching schools play in the delivery, or are you providing all the human resource for this? | <p>We are currently discussing with local schools the option of becoming a hub for ECF. They will be responsible for aiding delivery of the programme, recommending schools who can host the local group sessions and can also recommend SLE’s for the role of facilitator.</p> |

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| | Regional delivery will be arranged by Education Development Trust |
| When you mentioned three years of training is that including the PGCE year? | This is either a 1-year or 2-year programme for NQTs, which immediately follows a teachers Initial Teaching Training year/PGCE year. |
| Will the materials be available before the start of the programme so we can plan with partner schools? | The DfE has decided to make all four BIPs (Basic Induction Programme) available nationally. Developed for the Early Career Framework reforms these will be made freely available to all early career teachers and their mentors from this September. |
| How will this work in schools who struggle to release staff for face to face training and large schools with 10+ NQTs who can't release them all on the same days? | <p>We recognise that different schools face different challenges and are committed to ensuring consistent support for all teachers in all schools.</p> <p>We will work closely with schools who are struggling to release all their NQTs at the same time and will offer more than one day/time for any events wherever possible.</p> |
| What is the role of the NQT Induction Tutor? | Although the Induction tutor will not be responsible for delivering the ECPDP in school they will receive access to all the materials and any updates on the programme in order to support their ECTs and mentors within their school. |
| Are the 'developing mentors' programmes and the new NPQ's going to be rolled out early in the opportunity areas as well? | The DfE are considering the connection between mentor training and the Developing Teacher NPQ, and the possibility that the mentor training could link to the NPQ in some way. |
| Is there a cost to using this programme, rather than just applying the ECF ourselves? | The DfE have committed to commissioning the development of curricula, materials and resources, which will be freely available to all. |
| How will the early rollout be evaluated ready for national rollout in September 2021? | The DfE recognise the importance of learning from this initial phase; therefore we will be collecting evidence about the implementation and impact of the Early Roll-Out. There will be |

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| | <p>an expectation for schools to engage with this evaluation process, but the DfE will work to ensure that this places minimal burden on schools</p> |
| <p>When will the specialist NPQ's will be rolled out?</p> | <p>The DfE have already committed in the Recruitment and Retention strategy to develop a Teacher Developer NPQ. This qualification will equip participants to promote high quality CPD which has an impact on classroom performance and pupil outcomes. They are still working through the detail of the qualification, but it will focus on supporting the Early Career Framework and will include a clear link to mentoring. As soon as we have any more information, we will let schools know.</p> |
| <p><i>Expansion Plans and the National Roll Out</i></p> | |
| <p>Are there any plans to extend the early rollout areas?</p> | <p>A one-year version of the Early Career Framework reforms will also be expanded to up to 3,000 more early-career teachers across the country from this Autumn, with a focus on schools serving disadvantaged communities. The training materials developed on which this is based will also be published in August 2020, a year ahead of schedule, to ensure as many schools as possible have access to the necessary resources to introduce their own programme of support and development for new teachers.</p> |
| <p>Once this becomes statutory in September 2021, will it also be an expectation to go with a provider, or could you 'go it alone'?</p> | <p>The 'Basic Induction Programme' from all four providers will be available to all schools from August 2020. Schools can design their own two-year programme from these or get support from a list of approved national providers to have the programme delivered to them.</p> <p>By choosing to work with a provider, schools will assess the providers 'Full Induction Programme' and will receive additional training and support for their NQTs as well as additional support for their mentors.</p> |

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| Will this programme be available after the 'early rollout'? | Yes |
| <i>IMPACT OF COVID-19</i> | |
| Due to Covid-19, is there any additional support available for current NQT's and trainees? | Unfortunately, we haven't been given any guidance from the DfE regarding additional support for current NQTs, apart from the expansion of support to an additional 3,000 teachers outside of the ERO areas (See above). |