

# Norfolk Teaching School Hubs

Briefing event for all Norfolk schools  
The ECF & the role of the Appropriate Body



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# What we will be covering in today's briefing

1. Welcome & introductions
2. Overview of the new **Teaching School Hub (TSH) model**
3. **Key changes** schools need to be aware of
4. Choices for schools in relation to the **Early Career Framework (ECF)**
5. **Funding** implications for schools
6. Our chosen **ECF partner** & their offer
7. The role of the **Appropriate Body** - need to know
8. **Time implications** of these changes in schools
9. **Next steps**; what schools need to know now and do now
10. **Q&A** and **follow-up** questions

# Welcome & Introductions



**Carmel Greene**  
Inspiration  
Teaching  
School Hub



**Susi Waters**  
The Julian  
Teaching  
School Hub



**Denise Beckett**  
Norfolk  
Appropriate  
Body



**Louise Jackson**  
Inspiration  
Teaching School  
Hub



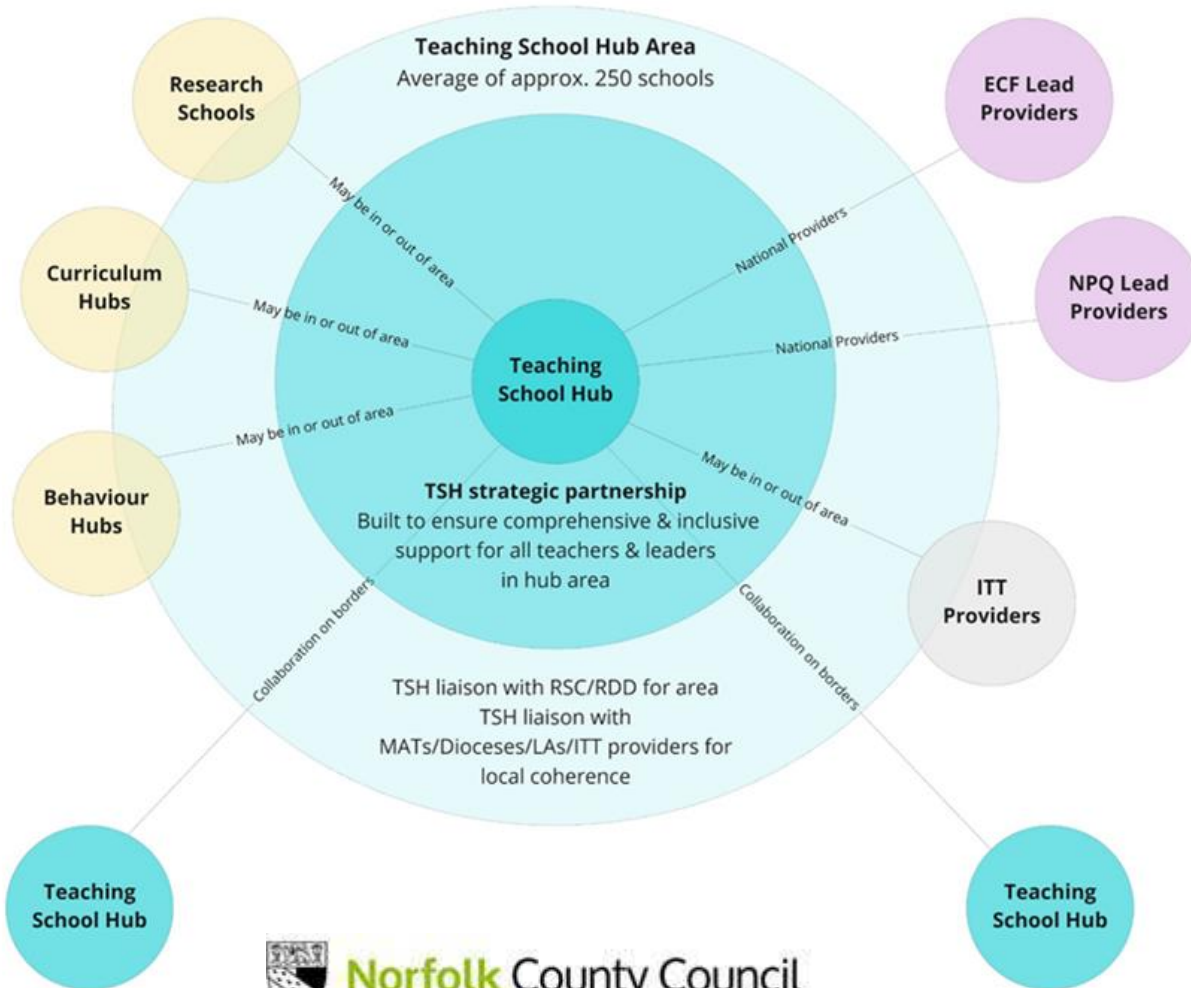
**Roger Higgins**  
The Julian  
Teaching School  
Hub



**Nicola Clarke**  
Norfolk  
Appropriate  
Body

Figure 3. Teacher career pathways





**Teaching School Hubs** replace Teaching Schools

**TSHs** have a significant role in the delivery of ECF, NPQs, ITT, AB services...

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**TSC**

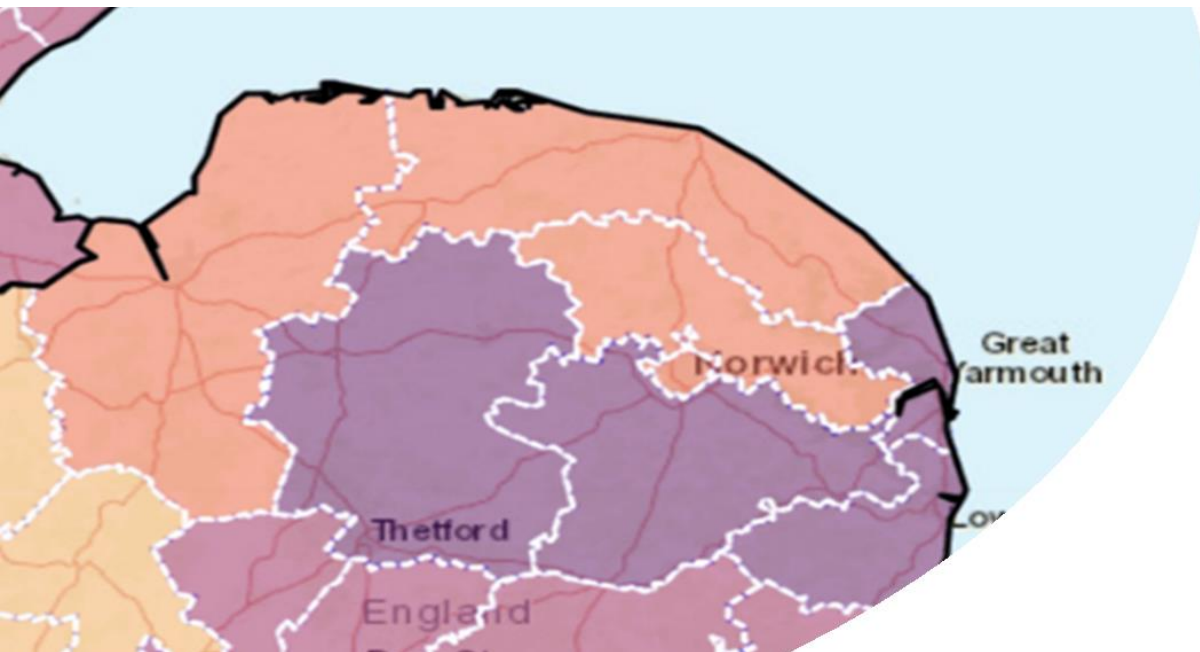
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# Overview of the TSH model



## The Julian TSH

Based at Notre Dame High School (“EENEL5”)

*Covering Broadland, King’s Lynn and West Norfolk, North Norfolk & Norwich*

## Inspiration TSH

Based at Hethersett Academy (“EENEL10”)

*Covering Breckland, Great Yarmouth, South Norfolk and Waveney*



# Key changes to be aware of

- ECT replaces NQT
- Induction is now 2 years, not 1
- Step change in support for ECTs - funded entitlement to 2 year package of CPD
- Y1 → 10% timetable reduction; 5% also in Y2
- Dedicated ECT mentor for ECTs
- Separate role for ECT mentor as well as induction tutor
- 2 formal assessment points
  - Halfway through induction (end of year 1)
  - End of induction (end of year 2)
- ECT induction still judged in terms of performance against TS
- AB role → key quality assurer of statutory induction

## Early Career Framework reforms: what's changing?

From September 2021, statutory induction arrangements are changing. These new arrangements will **replace** current induction requirements.

	Current Arrangement	from September 2021
Length of support	One year	Two years
Timetable reduction	10% reduced timetable for one year	10% reduced timetable in Year One 5% reduced timetable in Year Two.
Content	No defined content	Induction should be based on the <b>Early Career Framework</b>
Role of the mentor	Role of the mentor not defined as separate from the induction tutor.	Access to two years of support from a designated mentor separate from the induction tutor
Assessment	Marked against Teacher Standards Three formal assessment points	Marked against Teacher Standards Two formal assessments – supported by regular progress reviews Early Career Framework is <b>not</b> an assessment tool
Funding	Funding for induction included as part of core school budget	Schools will receive additional funding to deliver ECF based induction to fund the additional activity in the second year.
ECT Pay	Following first year, teachers can progress up the pay scale	Still be able to progress on the pay scale as current arrangements allow, both during and after induction
Role of the Appropriate Body	Checking new teachers receive statutory entitlements and are fairly and consistently assessed	Checking new teachers receive statutory entitlements, are fairly and consistently assessed, and receive a programme of support and training based on the ECF



# What is the Early Career Framework?



## Early Career Framework

January 2019

- 2 year evidence-based curriculum entitlement for Early Career Teachers (ECTs) from September 2021
- Role of Mentor distinct from Induction Tutor
- Schools must provide this entitlement, checked by the Appropriate Body

# Choices for schools in terms of the ECF

Approach	Description
Full Induction Programme (FIP)	<ul style="list-style-type: none"><li>•Funded training for ECTs, Mentors and school Leads.</li><li>•Designed by national providers.</li><li>•Delivered locally by Teaching School Hubs.</li></ul>
Core Induction Programme (CIP)	<ul style="list-style-type: none"><li>•Schools plan out use of DfE-accredited online learning materials (designed by national providers).</li><li>•Schools train ECTs and Mentors themselves.</li></ul>
School's own ECF-based induction	<ul style="list-style-type: none"><li>•Schools design their own learning materials so as to deliver on the ECF.</li><li>•Schools train ECTs and Mentors themselves.</li></ul>

# Funding implications related to choices

- **Year 1 funding:** assumed that this is already in schools' budgets
- **Year 2 funding:**
  - To enable 5% off timetable for ECT + 20 hours of Mentor time
  - Based on average salaries
  - Paid direct to schools at end of 2<sup>nd</sup> year of induction
- **FIP additional funding:** 36 hours of Mentor backfill time over two years per mentor

Funding (year 2)	England (excluding the London Area)
Rounded cost per Early Career Teacher	£1,200
Rounded cost per mentor	£900
Total	£2,100



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# Our chosen ECF partner & their offer: Ambition Institute (FIP)

 I4: Prior knowledge  
Study Preview

Watch



Read

**Teaching challenge**

My McShane finds it hard to ensure all pupils understand the new ideas she teach...

Start reading

Module principles


Familiarise yourself with the principles for this module:

- Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- Drawing on existing mental models helps us to learn new information and solve new problems more effectively.
- Weak prior knowledge can lead to misconceptions. Teachers must make the effort to diagnose what pupils do know, don't know and misunderstand.
- Teachers can build pupils' knowledge by reviewing pupil prior knowledge and introducing new material in steps while asking lots of questions.
- By carefully activating pupil prior knowledge and challenging pupils' incorrect beliefs, teachers can support pupils to develop accurate mental models.

Development areas

Familiarise yourself with the development areas for this module:

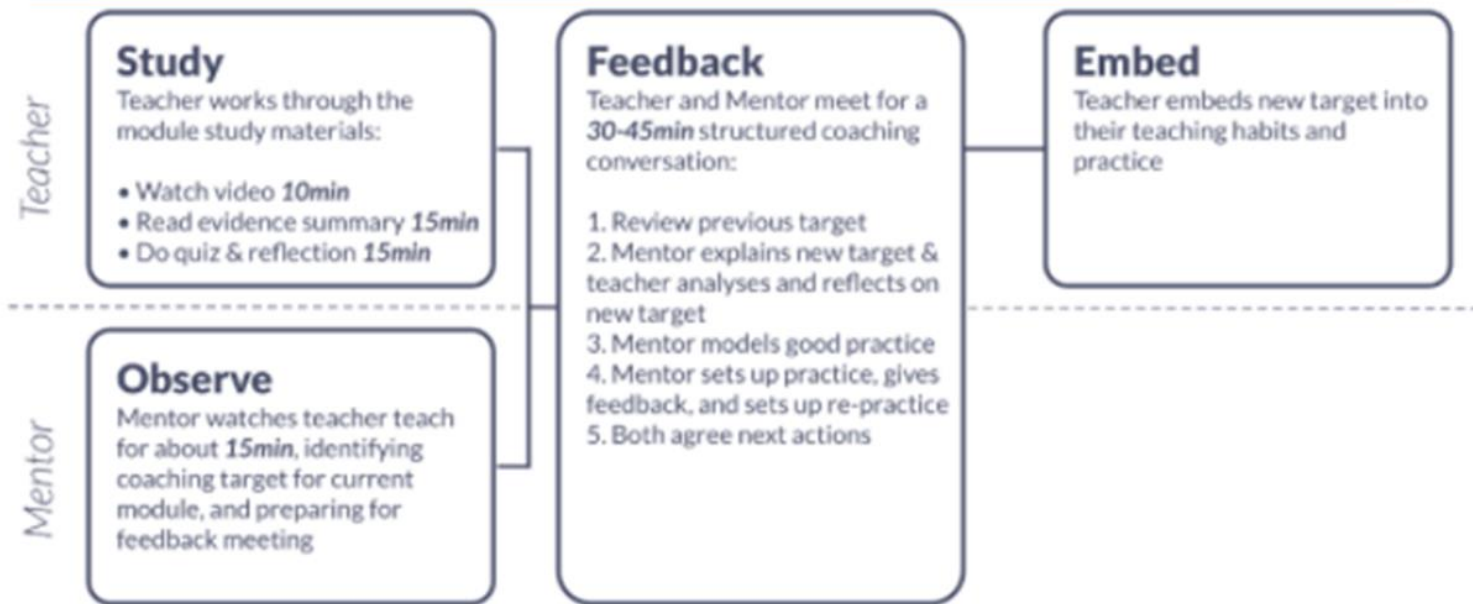
- Checking pupils' prior knowledge
- Activating and building upon prior knowledge
- Addressing gaps in pupils' prior knowledge



- Provider since NE England pilot; wrote CIP materials; 'road tested'
- Bite-size weekly learning, very structured, yet flexible for 'those weeks' all schools have
- Design based on Cognitive Science
- High impact Mentoring: **Instructional Coaching** (think Tennis coach not Executive coach)

# FIP for Norfolk; what it looks like each week

## Weekly Instructional Coaching between teacher and mentor





# FIP for Norfolk; facilitated activities

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION MENTOR CONFERENCE ONE					MENTOR CONFERENCE TWO
		MENTOR CLINIC 1 COACH-ON-COACH 1		MENTOR CLINIC COACH-ON-COACH 2		
TWO						
		MENTOR CLINIC 3 COACH-ON-COACH 3				

# Early Career Teacher - input

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
ECT Conferences	1 Day	3	2	Half Term 1 Half Term 3	1	Half Term 1
ECT 'Sense Making' Clinics	1.5 Hours	6	3	Half Term 2 Half Term 4 Half Term 5/6	3	3 spread across the year
Weekly coaching (by mentor)	1 Hour	56	~38	Weekly	~18	Fortnightly
+ Weekly independent online study (40 minutes)						

# Early Career Teacher Mentor - input

	Whole Programme		Year 1		Year 2	
	Length	Total Number	Number	When	Number	When
Mentor Conferences	1 Day	2	2	Half Term 1 Half Term 6	n/a	n/a
Mentor 'Peer learning' Clinics	1.5 Hours	3	2	Half term 2/3 Half term 4/5	1	Term 1 or 2
Coaching on Coaching	1 Hour	3	2	2 across the year	1	Term 1 or 2
Deliver Weekly Coaching	1 Hour	56	~38	Weekly	~18	Fortnightly

# The role of the Appropriate Body

## A reminder of key changes and what is new...

- ECF is a central aspect of induction - expectation on schools (paragraph 2.39)
- The AB has the main quality assurance role within induction
  - Assessment
  - Fidelity checking
- NQTs are now referred to as ECTs
- Induction is now 2 years (paragraph 2.29)
- Additional 5% timetable reduction in Year 2 (paragraph 2.19)

# The role of the Appropriate Body

## What's new (continued)?

- Clear roles identified for the mentor and induction tutor (paragraphs 2.42 & 2.43) Two formal assessment points - one at the end of year 1, one at the end of year 2 (paragraph 2.52)
- Supported by regular progress reviews (paragraph 2.46)
- Induction period can be reduced for ECTs working part-time (paragraph 3.5)
- Number of ad hoc absences has been extended (paragraph 3.6)



# The role of the Appropriate Body

## What are your AB options as a school?

- Teaching School Hub
- Local Authority
- National Teacher Accreditation
- Local Authority in which the school is situated

# Schools: what do you need to know

1. There is a **new extension to the DfE secure service** - a DfE digital portal. You will need to register as a school, and your Induction Lead.
  - You will need to indicate whether you're choosing the FIP or CIP.
  - DfE will email all schools with instructions and a link.
1. From June, you will need to go back to the portal to list your new ECTs and mentors (including info like TRNs).
2. By **half-term**, the aim will be to **register ECTs** with the AB
  - You will need to liaise with your TSH in relation to their AB provision
1. Expect **communication** from your TSH

# Schools: what do you need to do

1. Between this briefing and the portal opening...
  - **Decide whether you will opt for FIP or CIP**
1. From next half-term
  - **Decide which AB you will register any ECTs with** (await guidance from your TSH)
1. From now...
  - **Think about / review staffing in relation to mentor expectations and the role of the induction tutor**
1. From now...
  - **Read the updated statutory guidance**

# Key contacts and documents

**Inspiration TSH** - [inspirationteachinghub@inspirationtrust.org](mailto:inspirationteachinghub@inspirationtrust.org)

**Julian TSH** - [julian-tsh@ndhs.org.uk](mailto:julian-tsh@ndhs.org.uk)

**Norfolk Appropriate Body** - [denise.beckett@norfolk.gov.uk](mailto:denise.beckett@norfolk.gov.uk)

**Appropriate bodies guidance: induction and the early career framework**

<https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework>

**Induction for early career teachers**

<https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

# Questions