



**Working Together to
Develop New Teachers**

**A Full Induction
Programme to Deliver the
Early Career Framework**

Planned Together. Delivered Locally.

Since September 2021, every Early Career Teacher (ECT) working in a school in England is entitled to a structured programme of support and development based on the Early Career Framework. Red Kite Teaching School Hub is working in partnership with Teach First to deliver the ECF Full Induction programme to schools across North and West Yorkshire. We are committed to providing schools with a high-quality, supportive service that will contribute to better teacher retention and pupil outcomes.

Expert facilitators, drawn from our trusted school partners across the region, will guide ECTs through the ECF programme learning modules, and develop the coaching skills of school-based mentors. Our team of experienced Early Career Leaders have a comprehensive understanding of Initial Teacher Training and the ECF, and will work with school leaders, ECTs and mentors to ensure a smooth transition from training to teaching.

As well as delivering the ECF programme, Red Kite Teaching School Hub is also an accredited Appropriate Body, so if you choose, you can sign up with us for both required elements in one easy step. Working together, our aim is simple: to support your school to develop and retain new teachers to help all children to achieve.

Register Your Interest

To take the next step towards working together to support your early career teachers, register your interest by email or online and we'll be in touch.

Email: tsh@redkitealliance.co.uk

Web: www.redkitetsh.co.uk/ecf



Working Together to Support New Teachers

What ECF Means for Schools

- Schools employing an Early Career Teacher have a statutory duty to ensure that those ECTs receive a two-year programme of support and development based on the ECF.
- The training programme must reflect the content defined in the ECF and be supported with high-quality mentoring. Schools can choose to devise their own induction programme based on the ECF, but most schools sign up to a fully-funded Full Induction Programme (FIP) delivered by a training provider such as Red Kite.
- ECTs are entitled to 10% off timetable in their first year, plus one hour per week of dedicated mentoring time. In the second year they should get 5% off timetable and meet with the mentor once every two weeks. Schools will receive Government funding directly to fund this and backfill for time mentors spend at mentor training.
- All schools still need to register ECTs with an Appropriate Body (AB). The costs of AB services are not covered by the ECF offer and will be higher if you choose not to use a FIP.

How we can help

Working with our national and regional partners, we are delivering the Teach First Full Induction Programme for Early Career Teachers (ECTs).

Our Full Induction Programme is fully funded by the DfE, with no cost to schools, and provides:

- A sequenced, two-year development programme based on the ECF delivered directly to ECTs and mentors.
- Self-directed study materials for ECTs and mentors accessed through an online learning platform.
- Expert facilitator-led seminars for ECTs and mentors to embed learning and share practice.
- Yearly in-person conferences for ECTs and mentors at a selection of locations across the region.
- Weekly bulletins from the Red Kite Early Career team to guide school colleagues through the programme and keep abreast of what's coming up.
- Termly ECF Lead networks to support School Leaders with the implementation of the programme.
- Membership of the Chartered College of Teaching for ECTs and Mentors.



Our programme curriculum has been developed with Teach First by leading national experts in their fields.

The programme is designed to fit in with the day-to-day realities of supporting new teachers. It is structured to help ECTs to integrate theory, practice and feedback, minimising time out of the classroom.

Facilitation will be provided by trusted teachers from our partner schools across the region. Our partner schools reflect the diversity of schools across our region: urban and rural; academies and maintained schools; faith schools and community schools; primary, secondary and special. That means that our programme will always be sensitive to local schools' context and circumstances, helping ECTs to translate programme content into their individual settings.

Programme Outline for ECTs - Year One

Module 1: Creating powerful learning environments

Establishing classroom routines and creating a culture of mutual trust and respect to make a powerful learning environment.

Module 2: How pupils learn

The importance of memory, avoiding cognitive overload and building pupils' long-term memory.

Module 3: How to plan and teach lessons

Effective classroom practice such as retrieval practice, instruction and modelling and using questioning effectively.

Module 4: Supporting every pupil to succeed

Supporting all pupils to succeed through adaptive teaching and teaching pupils who require a greater level of support.

Module 5: Assessment and feedback

The importance of assessments, planning assessments and monitoring pupil work for misconceptions and making feedback purposeful and manageable.

Module 6: Planning a coherent curriculum

Supporting pupils to build mental models and teaching a coherent curriculum.

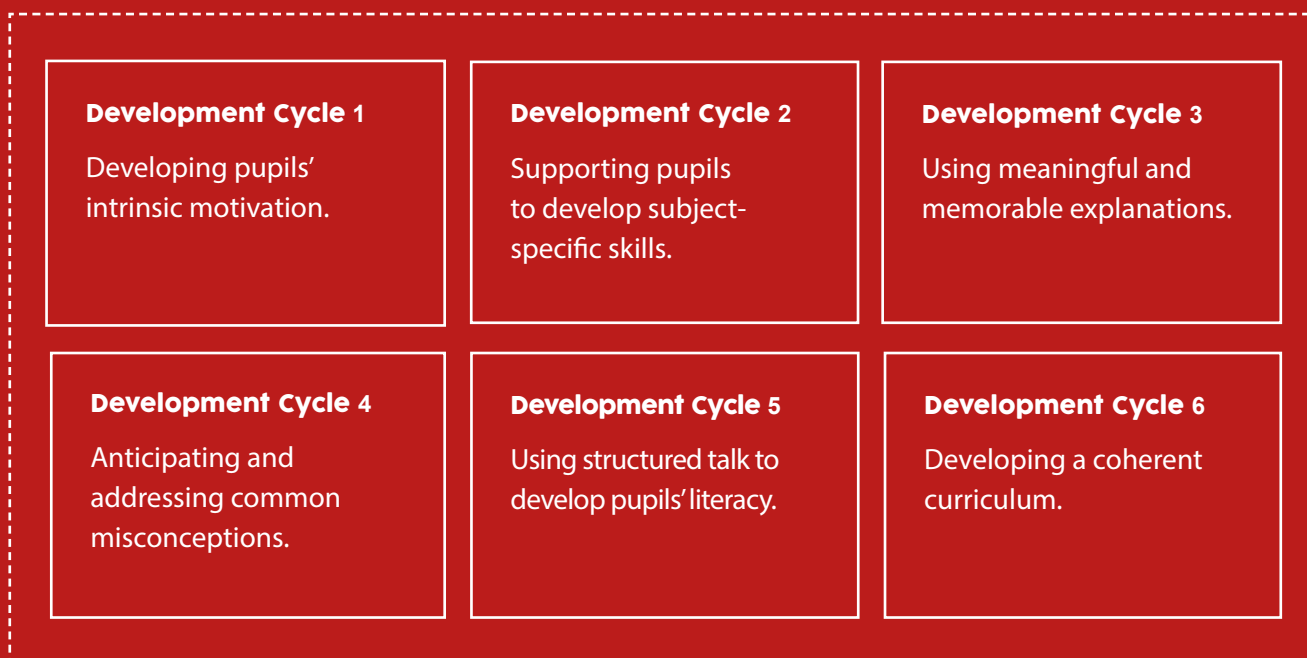
Delivery model

- ECTs are provided with a structured programme of self-study, accessed through the Brightspace learning platform. The programme is designed to be completed in manageable chunks of about 45 minutes per week.
- The weekly developmental meeting with the mentor will contextualise the online learning and seminars and develop ECTs' understanding of good practice, practise key strategies and set manageable and achievable targets.
- ECTs will attend two online 90-minute seminars every half term in mixed groups of up to 30 to further embed learning and share experiences in different settings. Seminars will be delivered by expert facilitators, who are all practising teachers working in schools across our region.
- ECTs will attend a full-day induction conference at the start of the programme to explain the purpose of the programme and instructional coaching.

Programme Outline for ECTs - Year Two

Content in year two will be phase/subject specific, building on the concepts from the first year of the programme. Research suggests this is especially important to the success of early career teachers.

Teachers will additionally choose from a range of career development modules, including: implementing research in the classroom; understanding the role of a career leader; understanding the role of a mentor; and understanding the role of a middle leader.



Delivery model

- ECTs will continue with a programme of self-study, but this will reduce to around 45 minutes per half term.
- Mentors will hold fortnightly instructional coaching sessions with ECTs in which they will identify a developmental area for the ECT for the cycle.
- ECTs will attend one three-hour seminar per term to explore pedagogical themes through the lens of a subject or phase. These may be online or in person.
- ECTs will additionally attend an observation and/or discussion with an expert colleague each term.
- ECTs will attend a half-day induction conference to explain the purpose and structure of the Y2 programme.

Programme Outline for Mentors

Year One

- › Seminar 1 Improving instruction (delivered in induction conference)
- › Seminar 2 Precise actions and shared language
- › Seminar 3 Not all practice is made equal
- › Seminar 4 Managing workload and wellbeing
- › Seminar 5 Balancing support and challenge
- › Seminar 6 Building resilience

Year Two

- › Seminar 1 Supporting development cycles (delivered in induction conference)
- › Seminar 2 Engaging your ECT with research
- › Seminar 3 The adaptive teacher
- › Seminar 4 A professionally acceptable workload
- › Seminar 5 Developing an inclusive educator
- › Seminar 6 Developing beyond the ECF



“Our approach is based on partnership, delivering a full induction programme for ECTs that is responsive to local needs”

Delivery model

- › Mentors are provided with self-study materials, accessed through the Brightspace learning platform. This is designed to provide a concise summary of the ECTs’ learning and should take no more than 30 minutes per module to review.
- › Mentors are provided with guidance and resources to support their weekly developmental meeting with ECTs. The stimulus for mentor meetings is either a short drop-in observation (10 min) or discussion around an activity from the online course. A suggested focus is identified for each week and plan and practice ideas are provided.
- › Mentors will attend one online 60-minute seminar every half term delivered by expert facilitators working in schools across our partnership. These seminars will support mentors to develop their instructional coaching skills in line with the new requirements of the ECF.
- › Mentors will attend induction conferences at the start of each year to explain the purpose and structure of the programme.

A Track Record of Delivery

Red Kite Teaching School Hub delivered the Teach First Full Induction Programme to over 500 ECTs and mentors from 150 schools in 2021-22. In feedback from participants, our programme achieved excellent outcomes, with especially strong results in quality of mentoring and wellbeing.



What participants say about the Red Kite full induction

"The Teach First programme is great and provides me with valuable knowledge."

"Very informative and helpful"

"The modules are easy to use as well as informative and effective"

"The Red Kite seminars are led well with plenty of opportunities for discussing the termly foci with other ECTs"

National Expertise, Local Knowledge and Understanding

When you choose our programme, you get the best of both worlds: programme content designed by subject matter experts through Teach First, combined with local delivery by teachers who understand your context and how the programme content applies in your setting.

We have experience in every stage of new teachers' journeys into the profession – from initial teaching training, to early career support to Appropriate Body services. We understand the challenges facing new teachers and how best to enable them to be successful.

Register Your Interest

To take the next step towards working together to support your early career teachers, register your interest by email or online and we'll be in touch.

Email: tsh@redkitealliance.co.uk

Web: www.redkitetsh.co.uk/ecf

What Red Kite TSH and our partners offer:

- A dedicated Early Career Leader to your school to support you with ECF implementation.
- Networking events for ECF Leads and Induction Tutors to guide you through making the ECF work in your school.
- Weekly bulletins to highlight the week's focus and provide key information to ECTs, mentors and ECF Leads.
- A single point of contact for the Appropriate Body and ECF programme.



What Teach First offers:

- Subject-specific and phase-specific support, designed with the Prince's Teaching Institute and leading subject matter experts.
- Mentor support, designed with Deans for Impact.
- An online learning platform and resources that fit around teachers' timetables.
- Cutting-edge, research-led training, supported by experts in education.
- A special additional module for ECTs and mentors to help with workload and wellbeing, to provide continuing support.



Key Information

Appropriate Body

You must register your ECT with an Appropriate Body to evaluate their two-year induction. This is a statutory requirement that runs alongside the ECF development programme.

The AB makes the final decision as to whether an ECT has met the Teachers' Standards, and will additionally check that ECTs are receiving their ECF entitlement fairly and consistently.

The school's Induction Tutor will submit informal progress reviews in the autumn and spring terms, and yearly formal review to the AB, to comment on the ECT's performance. The AB will support the school and ECT if there are any problems and guide them through the statutory process.

Red Kite is an accredited Appropriate Body, so we can provide both services from a single registration. Red Kite AB charges £100 per year if a school is accessing the ECF Full Induction programme. For this your school will get:

- A named contact for all enquiries and issues.
- Ongoing QA.
- Use of ECT Manager portal for assessments and communication.
- Two formal assessment points with progress review checks termly.

Getting Started

1. Register on the DfE portal

Your school will have been emailed a unique link to log in to the portal to register your ECT and mentor in order to qualify for funding and gain access to the online learning platform. You will be asked to provide detailed information including TRNs; accuracy and completeness is essential! You need to select 'Teach First' as the provider, and don't forget to link the ECT with the mentor.

2. Sign up for the Red Kite ECF Full Induction programme

We use a simple form, in which we will collect key information about your school, key contacts and the subject/phase your ECT is teaching. We can use the same form for the ECF programme and the Appropriate Body registration.

3. Register with an AB

You don't have to use Red Kite AB if you are accessing our ECF FIP, but most schools do. Once you have registered with Red Kite, we will create a login to the ECT Manager online system to manage the ECT induction process.

What to Expect

- Once you are fully signed up with Red Kite and the DfE portal, you will receive an email from 'My Teach First', notifying you of your login details for the Brightspace online learning platform.
- Red Kite will send you all the information you need to get the most out of the ECF, including programme guides, seminar dates and key contacts.
- The ECT and Mentor conferences will be held in early September on a range of dates and locations.

Find out More

To find out more about Red Kite Appropriate Body services, get in touch by email or via our website.

Email: tsh@redkitealliance.co.uk

Web: www.redkitetsh.co.uk



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