

Northamptonshire
Teaching School Hub

led by Brooke Weston Trust

 **Teach
First** | Teacher
Development

LET'S STAY
CONNECTED //

 @Northants_TSHub

 @northants_tshub

 @NorthantsTSHub

 01536 397013

 hello@northantstshub.org

ECF Lead Induction //

Welcome



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Our Vision

**Grow teacher and leader expertise
for every school,
to the advantage of every child.**

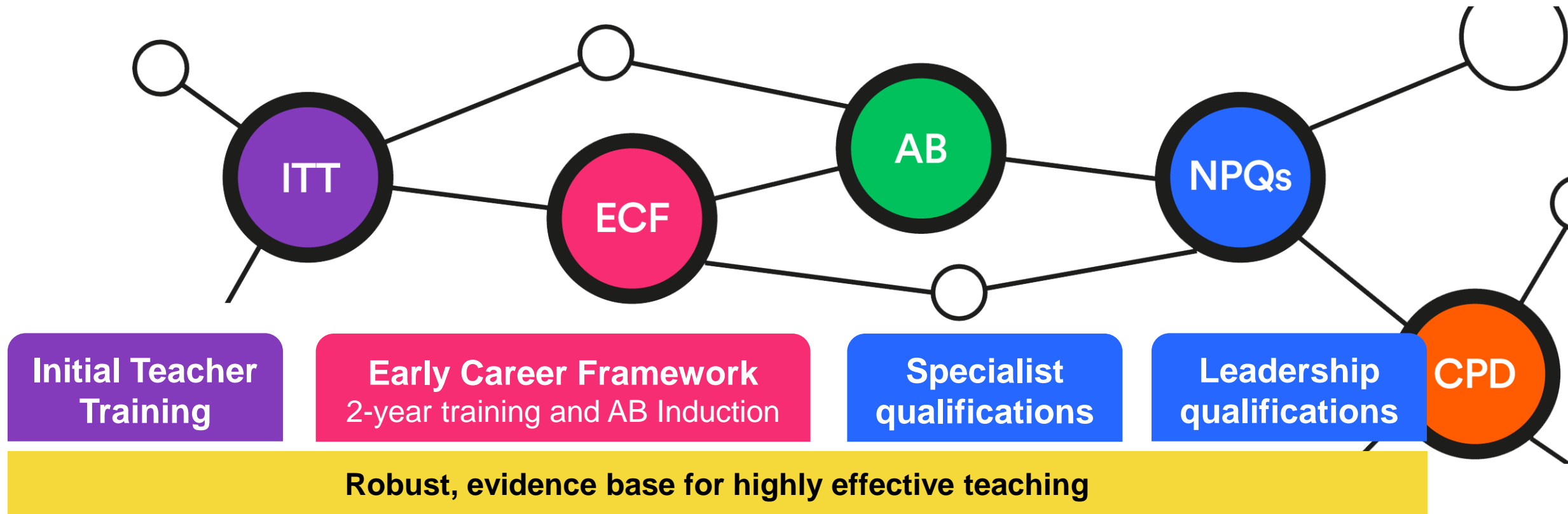
Northamptonshire
Teaching School Hub



**DfE Designated
Centre of
Excellence**

For Northamptonshire schools

Building a world class system of Teacher Development



... the **Golden Thread**

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Gemma Marks | TSH Director //

Rebecca Lewis | Early Careers Lead //

Scott Brazier | ECF Lead Director //



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ECF Lead Programme Guides //



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ECF Lead Network //

ECFLeadDirectors@northantsTSHub.org
[@ECFLeadNetwork](#)

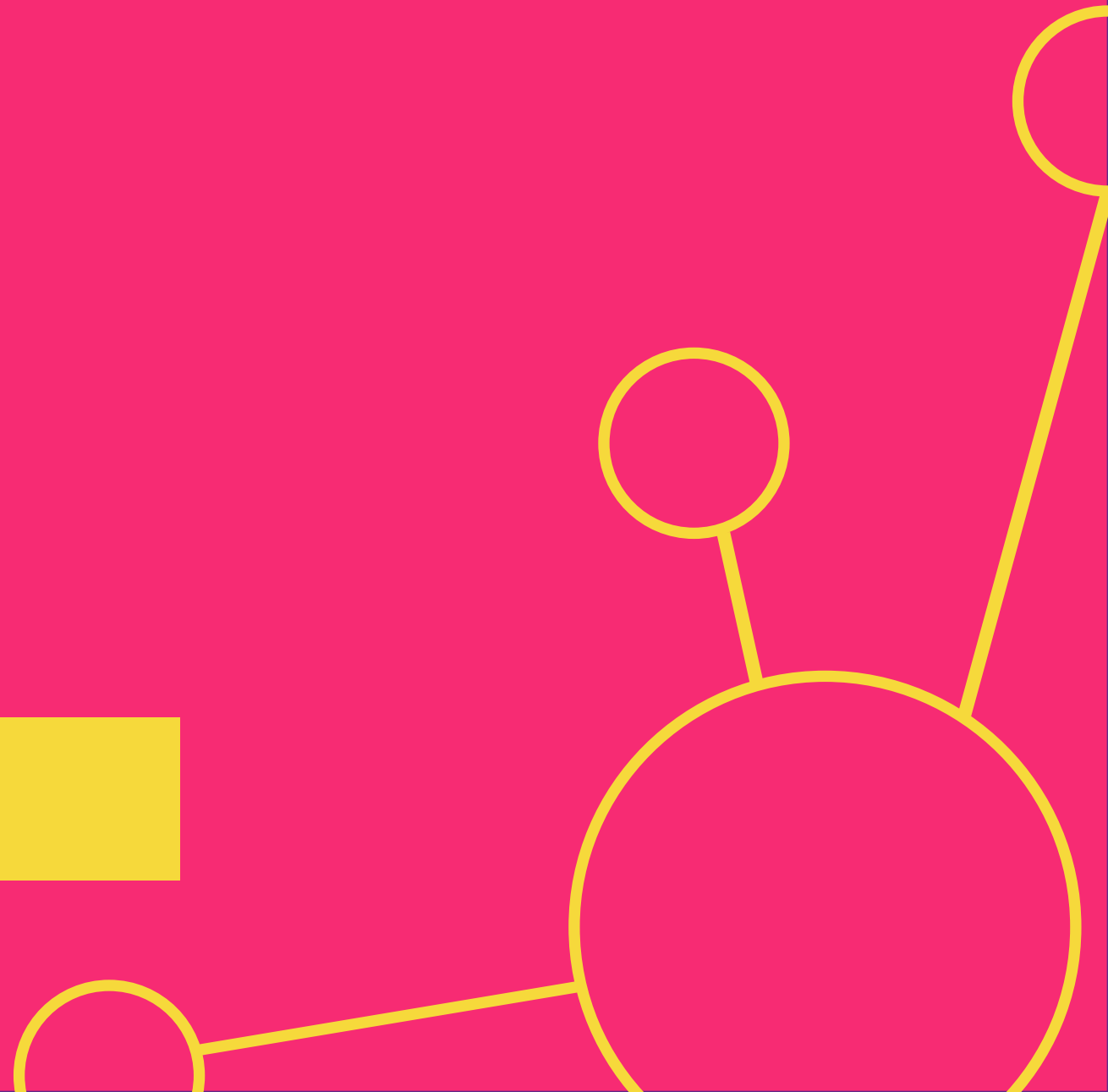
We are a group of ECF Leads, leading a **Teach First Network** to drive the understanding, knowledge and share best practice around the ECF for Northamptonshire schools



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Rationale for the ECF & Key Info //



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1. Teaching quality leads to pupil success
2. Connection with ITT
3. Retention of teachers
4. Universal offer
5. World leading system

Rationale for ECF //



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Early Career Teacher
now replaces Newly
Qualified Teacher

Two-year induction
period

Central aspect not
additional

Complements statutory
induction

ECF in schools //



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Year 1 funding for ECF based training

- Headteachers should use core funding (through the DSG) to cover the cost of 10% off timetable for ECTs in year 1 of induction.

Year 2 funding for ECF based training

Paid directing to schools to cover:

- 5% off timetable in year 2 of induction
- 20 hours of mentor support in year 2 of induction

Funding //

£2100 for ECT/mentor over 2 years

Additional
Funding for
Mentor Training

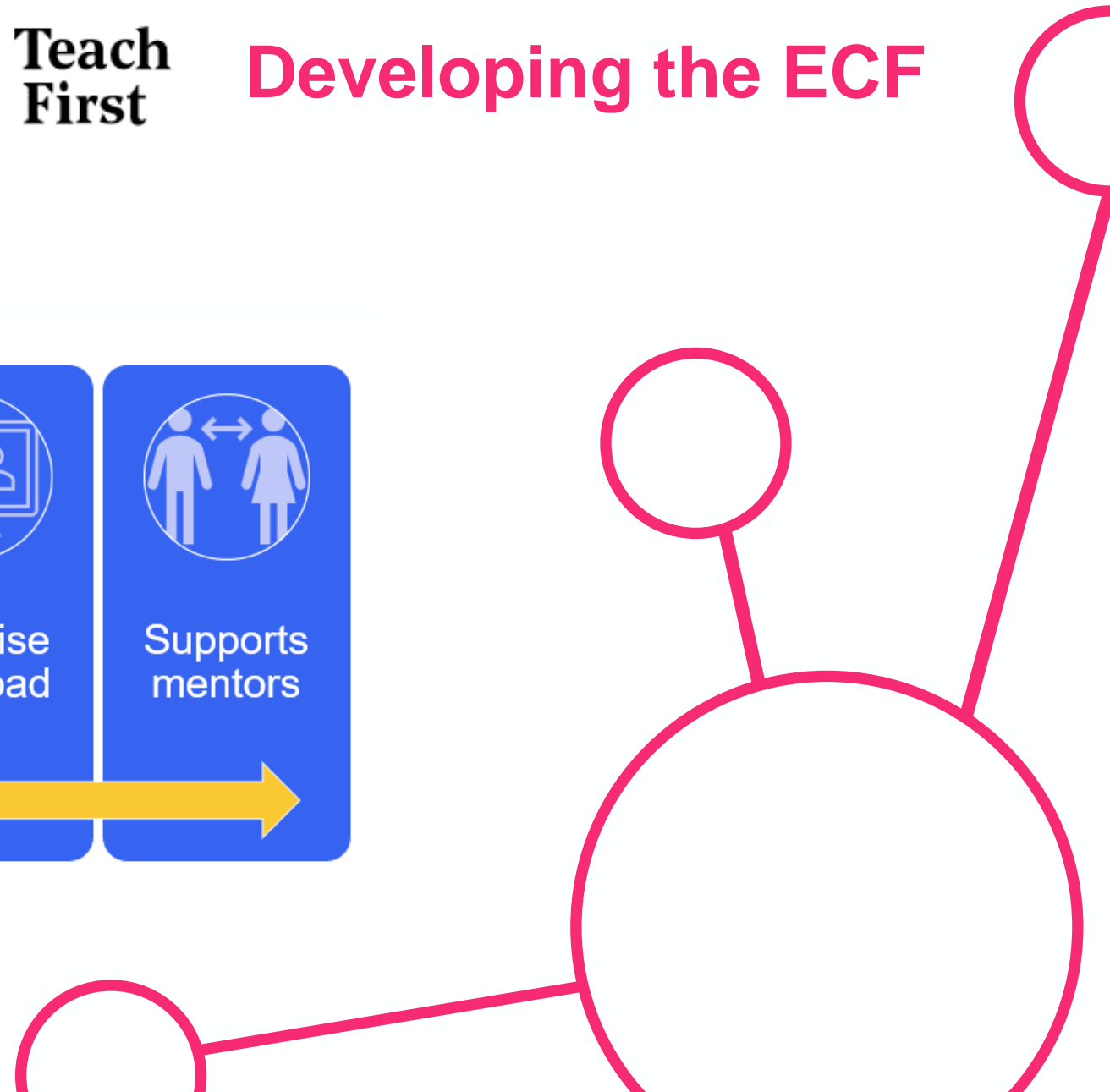
36 hours (2 years
of training)
£1576.10

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Developing the ECF



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Subject Matter Experts //

Module 1:
How can you
create powerful
learning
environments?

Module 2:
How do pupils
learn?

Module 3:
What makes
classroom
practice
effective?

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

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

Module 6:
How can you
plan a coherent
curriculum?



Tom Bennett
Director and
Founder
of researchED



Benjamin Riley
Founder and
Executive Director of
Deans for Impact



Claire Stoneman
Founder of
researchED
Birmingham



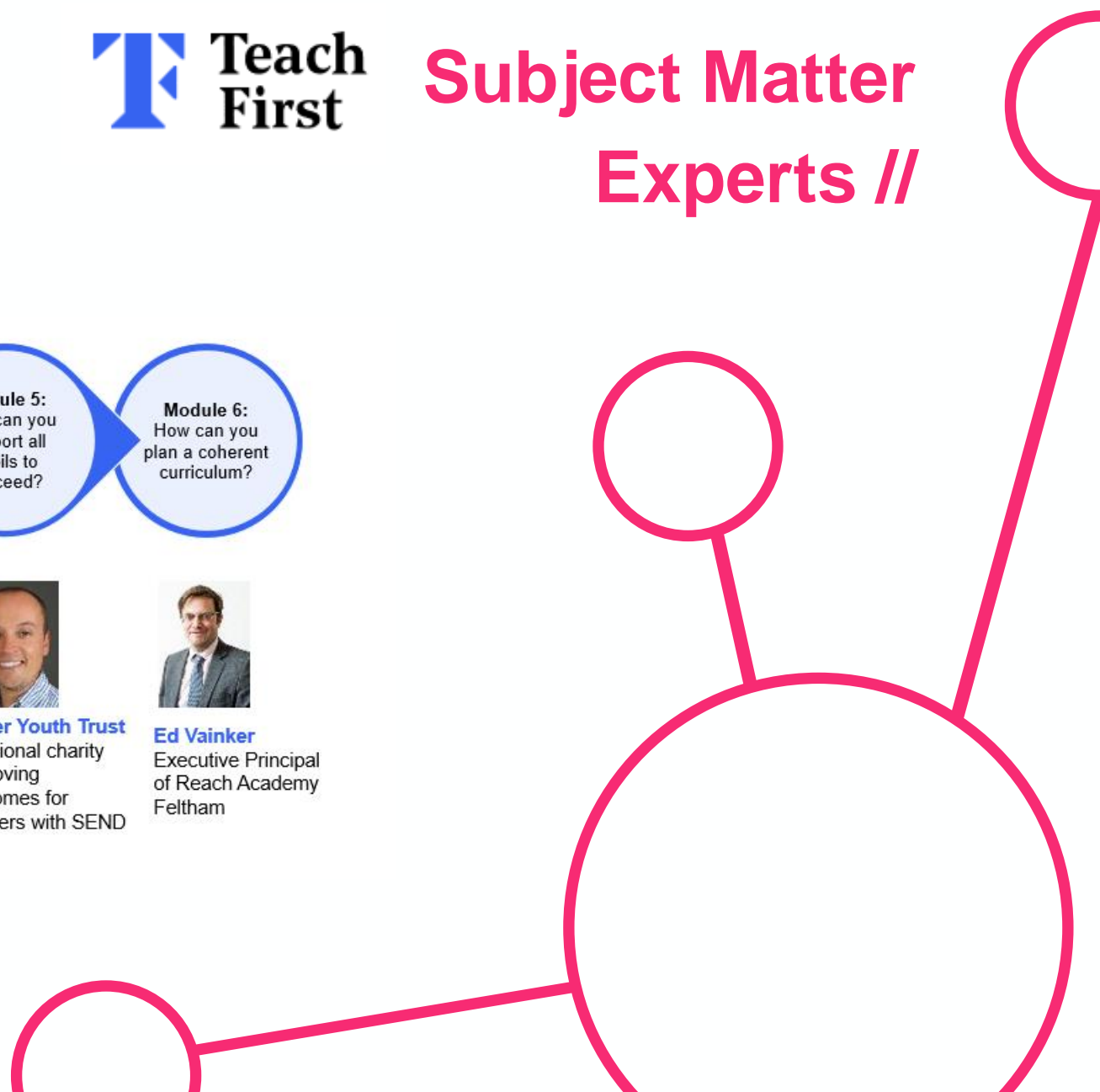
**Evidence Based
Education**
Develop tools and
training to improve
learner outcomes
worldwide



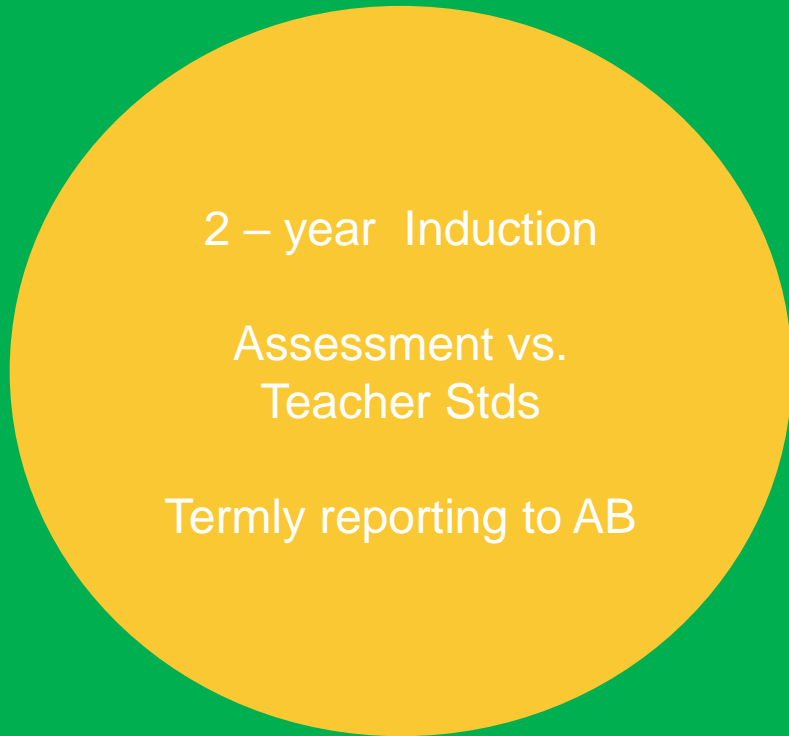
Driver Youth Trust
A national charity
improving
outcomes for
learners with SEND



Ed Vainker
Executive Principal
of Reach Academy
Feltham



Appropriate Body //



Roles in School



ECF Lead

SLT Provision
Lead



Induction Tutor(s)

Assesses progress of ECT(s)
termly



ECT Mentor

Supports progress weekly



ECT

(formerly NQT) develops knowledge using
the ECF and demonstrates progress
against the Teacher Standards

Induction Tutor Training //

Mandatory Training (deadline 30th September)

- View the online videos [Northamptonshire Teaching School Hub - Induction Tutor Training](#)
- Complete form to verify

Optional Training

- Online webinar Monday 30th September 3:45 – 4:45pm
- (Joining link in your AB welcome email)

ECT Lesson Observation 1

ECT:	Lesson/Time:
Class:	Date:
Observer:	Induction tutor:

Focus for observation (referenced to Standards)

Comments

Strengths (referenced to Standards)

Areas for Further Development (referenced to Standards)

Signature of observer:

Signature of ECT:

Copies of this lesson observation form must be kept by the ECT and the Induction Tutor, together with the relevant lesson plan.

Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development

- Set high expectations which inspire, motivate and challenge pupils
 - establish a safe and stimulating environment for pupils, rooted in mutual respect
 - set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
 - demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

Teachers' Standards Evidence Form

The ECT is to update the **Evidence** section for each Standard prior to the progress review meeting and formal assessment meeting (between induction tutor and ECT). This should take the form of brief examples with evidence to show that they are making progress towards meeting each of the Teachers' Standards. The source of the evidence should be indicated in brackets (e.g. lesson observation 16/10/21). You may wish to use the following codes:

AR	Assessment Records	M	Meetings with staff
CP	Contact with Parents	MN	Meeting notes
CPD	Professional Development	P	Planning
D	Discussions	PA	Professional Attitude
ECF	Early Career Framework	PRM	Progress Review Meeting notes
E	Evaluations	PW	Pupils' Work
F	Feedback	SR	Self-Review
LO	Lesson Observation	TE	Teaching Environment

Please see the example TSEF on the NTSH website.

Part One - Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Evidence:

2. Promote good progress an **outcomes** by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how **this** impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Evidence:

3. Demonstrate good subject and curriculum

- have a secure knowledge of the relevant foster and maintain pupils' interest in the misunderstandings
- demonstrate a critical understanding of curriculum areas, and promote the value
- demonstrate an understanding of and 1 standards of literacy, articulation and the whatever the teacher's specialist subject
- if teaching early reading, demonstrate synthetic phonics
- if teaching early mathematics, demonstrate appropriate teaching strategies

Evidence:

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding
- promote a love of learning and childre
- set homework and plan other out of class the knowledge and understanding pupils
- reflect systematically on the effectiveness of teaching
- contribute to the design and provision of relevant subject area(s)

Evidence:

Induction Programme Meeting Schedule Year 1

Agree dates and times for meetings between the induction tutor and ECT for the year and note them in the table. There should be a minimum of 1 formal meeting each half term.

	Date, time and location	Focus	Documentation
Autumn Term - Meeting 1		Agree targets and arrange a lesson observation for the autumn term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Autumn Term - Meeting 2		Review Teachers' Standards Evidence Form. Discuss Progress Review.	Teachers' Standards Evidence Form Progress Review 1 – ECT Manager
Spring Term - Meeting 3		Review targets and arrange a lesson observation for the spring term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Spring Term - Meeting 4		Review Teachers' Standards Evidence Form. Discuss Progress Review.	Teachers' Standards Evidence Form Progress Review 2 – ECT Manager
Summer Term - Meeting 5		Review targets and arrange a lesson observation for the summer term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Summer Term - Meeting 6		Review Teachers' Standards Evidence Form. Discuss first assessment.	Teachers' Standards Evidence Form Assessment Form 1 – ECT Manager

Termly Responsibilities //

Induction Tutor

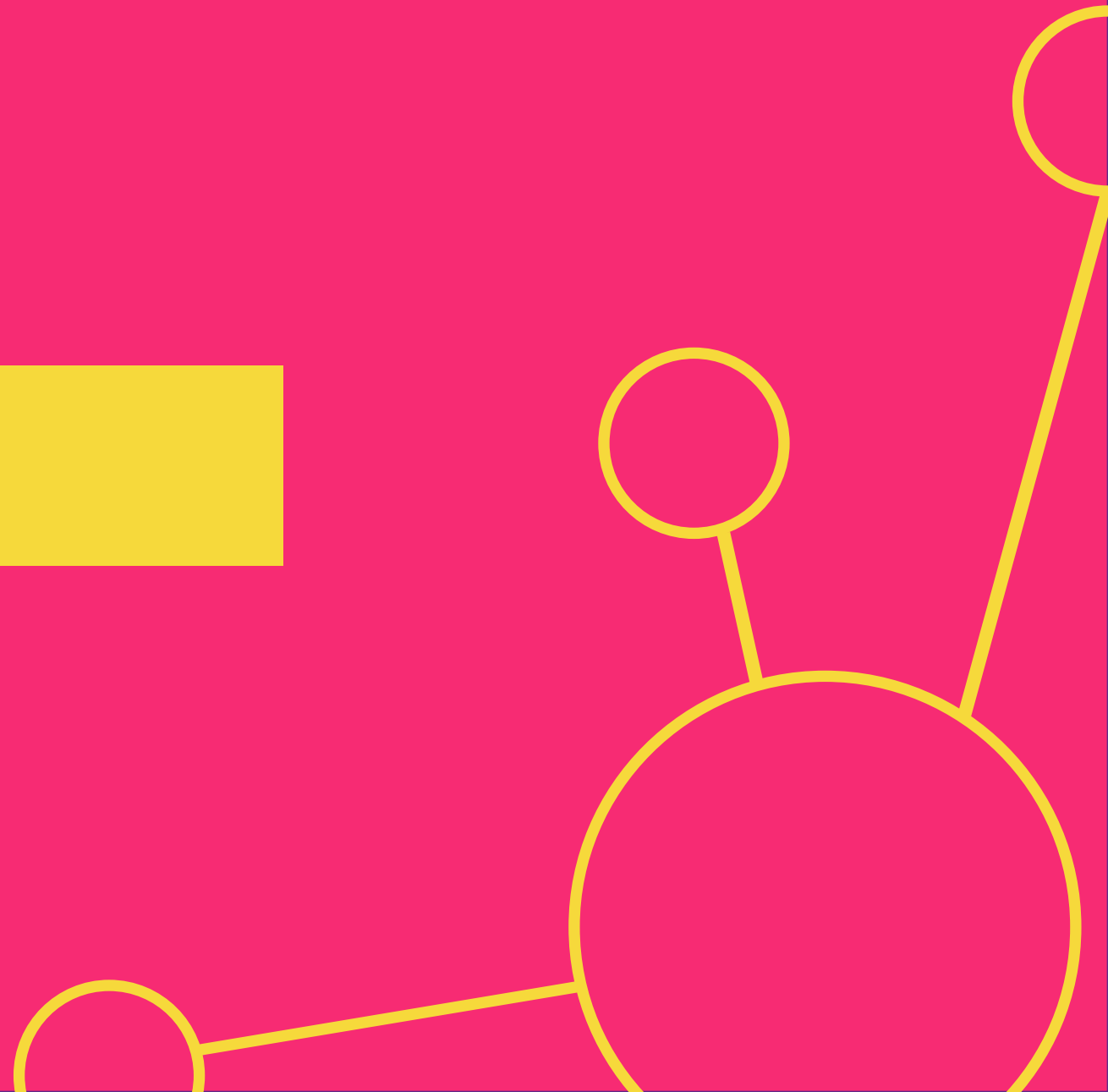
- Formal lesson observation against Teacher Stds.
- Termly Professional Progress Review meeting with ECT
- Termly reporting to Appropriate Body

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ECF Year 1 //

Programme Overview



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fidelity



Early Career
Framework

ECTs receive expertly designed training that is calibrated exceptionally well to meet their needs.

ECTs develop an impressive knowledge of how to apply the ECF skilfully in different phases.

ECTs develop extensive knowledge of how to apply the ECF when teaching different subject matter in their schools. They benefit from plentiful opportunities to watch other teachers and practise thoroughly themselves.

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Teach First ECF Programme Year 1 //

6 modules (1 per half-term):

1. How can you create an effective learning environment?
2. How do pupils learn?
3. What makes classroom practice effective?
4. How can you use assessment and feedback to greatest effect?
5. How can you support all pupils to succeed?
6. How can you design a coherent curriculum?

Online Study

Mentor
Session

Seminars

Optional:

- **Stretch content**
- **Wellbeing module**
- **Excellent Teaching in Special Schools**

Your Considerations:

- ✓ ECT timetable 10%
- ✓ ECT self-directed study time
- ✓ Weekly mentor interaction time
- ✓ Weekly mentor lesson visit (10-15 mins)
- ✓ ECT and mentor ability to attend seminars

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Supporting Learning //

The screenshot shows the Teach First Early Career Framework Programme interface. The top navigation bar includes the Teach First logo, the course name 'Early Career Framework Programme', and user information for Christopher Larvin. A secondary navigation bar lists various course components: My Teach First, Course Home, Class Progress, Classlist, Quizzes, Assignments, Notes, Course Admin, Content, and Contact Us. The main content area is titled 'Greeting pupils at the door and settling task in action'. It includes a video player and a list of discussion questions. A sidebar on the left contains a list of course units, with 'Option 1: greeting pupils at the door' highlighted.

0% Standards + New Unit

My Teach First Course Home Class Progress Classlist Quizzes Assignments Notes Course Admin Content Contact Us

Visible Add Existing Create New

Greeting pupils at the door and settling task in action

Watch one of the videos below that's most suitable for you. Whilst watching, think about the following questions and make notes using the [notes tab](#) in the navigation bar (or your own notepad):

- What is the impact of these routines on pupils' behaviour and learning at the start of the lesson?
- Why is this routine effective?
- Is there anything that would make the routine even better?

EARLY YEARS

Greeting pupils at the door and settling ta...

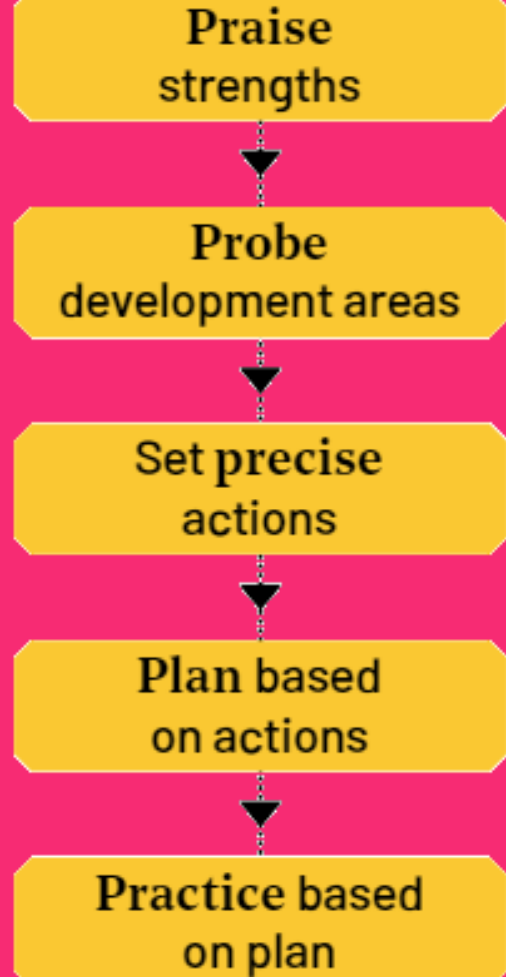
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10-15 min
lesson
visit each
week

Feedback model

Mentoring Interactions //

**Instructional coaching
and the feedback model**

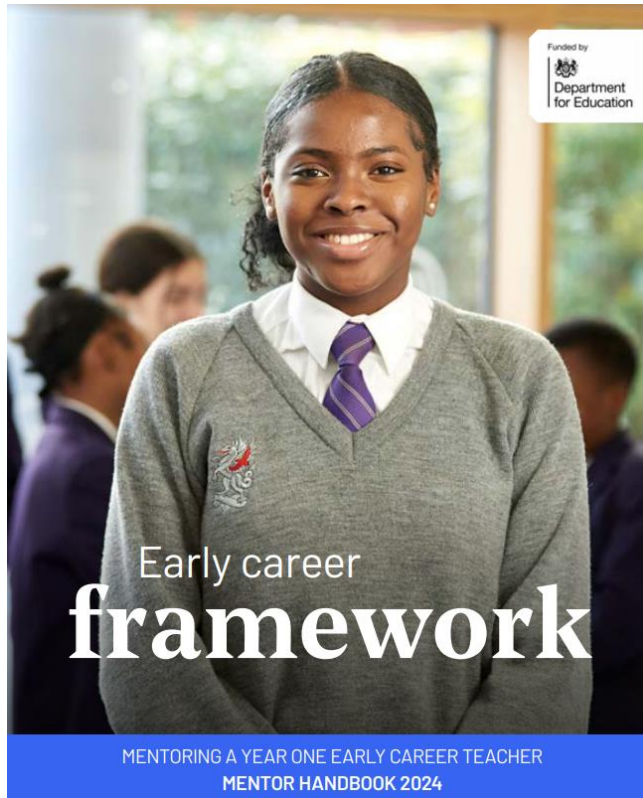


“Instructional Coaching is currently the best-evidence form of professional development we have and has been proven to have direct impact on the progress of pupils in the classroom.”

(Sims, 2019)

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Mentoring Interactions //

WEEK 2	EFFECTIVE ENTRY AND SETTLING ROUTINES
DATE:	SUGGESTED STIMULUS: 10-MIN DROP-IN OBSERVATION
Mentor guidance During the online study materials for session 1, your ECT was informed that their classroom routines may be observed by their mentor. They were asked to plan what they will say. Based on their developmental needs, the following routines (listed in order of highest leverage) to implement: <ul style="list-style-type: none">• Greet at the door and settling routine.• Getting pupils' attention.• Carpet to task or tables.• Exit routine. The following success criteria were shared for each routine in the online study materials.	
Greeting pupils at the door: <ul style="list-style-type: none">• Stand at or around the entrance to the classroom.• Positively interact with pupils as they come into the class to help build trust and respect.• If necessary, provide corrective statements to individual pupils to reinforce expectations.	Getting pupils' attention: <ul style="list-style-type: none">• Instructions should be specific and observable.• Instructions should be sequential.• Instructions should be manageable.
OUTLINE This video will outline Session 1, 'Establishing effective routines', review your mentee's self-directed study materials and outline your next steps for the week ahead. Please see below the video for the 'In depth' resources and links to your mentee's self-directed study materials.	
<p>Direct Link: Module 1, Session 1</p>	

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NTSH Support for Mentors //

Rebecca Lewis | Early Careers Lead

rlewis@northantsTSHub.org

**Granular
Precise
Actions**

**Coaching
Implementation**

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Excellent Teaching in Special Schools //



Communication & interaction

Behaviour

Cognition & learning

Developing early communication

Optional Module

Social, emotional and mental health

Effective use of Teaching Assistants

Sensory and/or physical needs

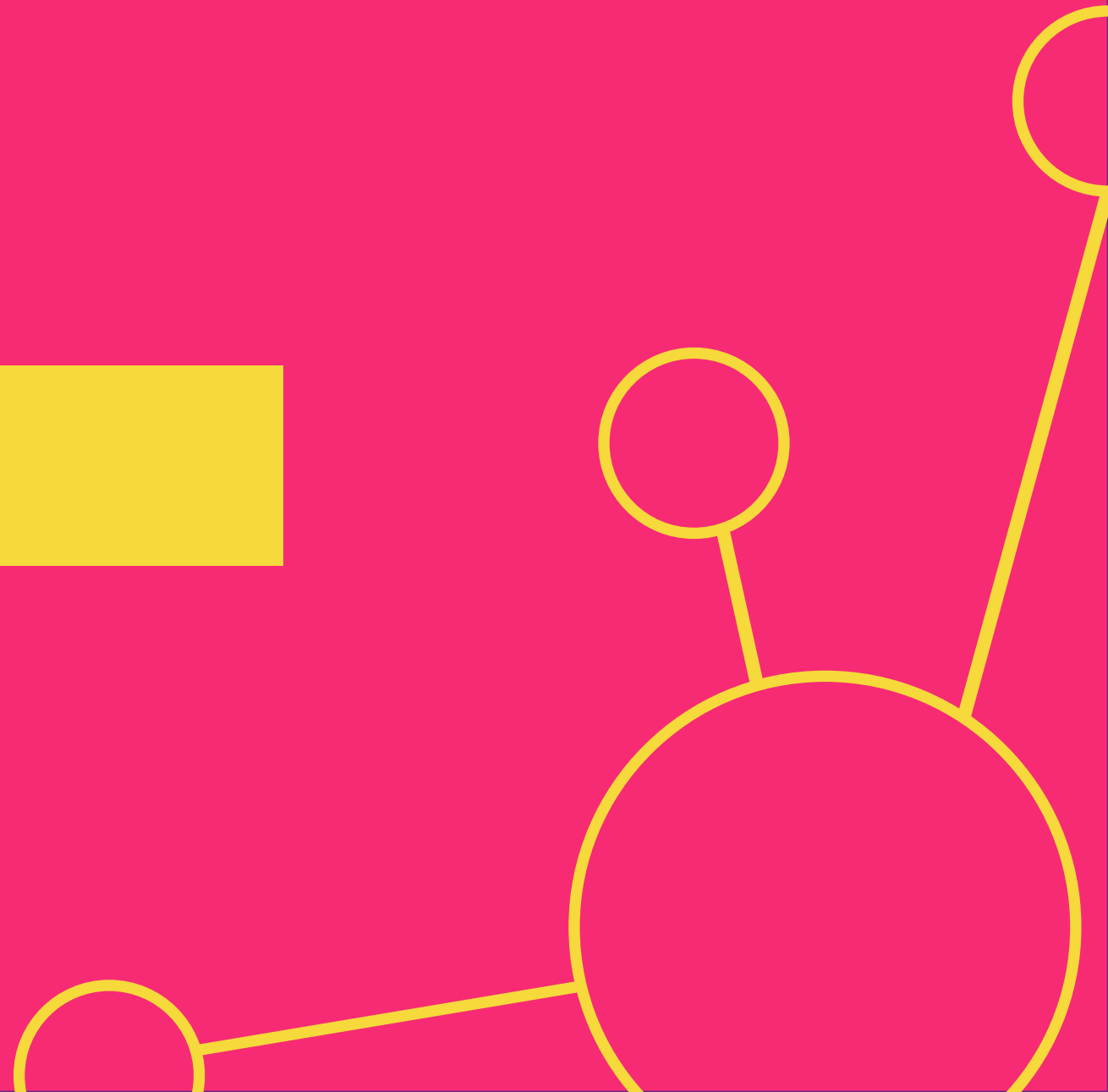
Assessment

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ECF Year 2 //

Programme Overview



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Teach First ECF Programme Year 2 //

6 development cycles (1 per half-term):

1. Developing pupils' intrinsic motivation
2. Supporting pupils to develop subject-specific skills
3. Using meaningful & memorable explanations
4. Anticipating & addressing common misconceptions
5. Using structured talk to develop pupils' literacy
6. Developing a coherent curriculum

Online Study
| 45 mins per
half term

Mentor
Session
fortnightly

Subject
Seminars

Optional leadership series

- Becoming a careers leader
- Implementing research in the classroom
- An introduction to mentoring
- An introduction to middle leadership

Your Considerations:

- ✓ ECT reduced timetable 5%
- ✓ Fortnightly mentor interaction time
- ✓ Arrange Demonstrations
- ✓ Week 4 mentor lesson visit (30 mins)
- ✓ ECT and mentor ability to attend seminars

Development Cycle Structure //

Development cycle structure per half-term	
Week 1	Retrieve – Self-directed study (45 min) ECTs complete a retrieval quiz in preparation for the seminar and revisit content from year one.
Week 1–2	Extend – ECT seminar (1 hour 30 min) ECTs explore key pedagogical themes through the lens of a subject and phase.
	Refocus – Mentor interaction 1 (1 hour) A developmental area is chosen for the ECT to work on for the rest of the cycle.
Week 2–3	Demonstration – observation and/or discussion (1 hour) ECTs attend an observation and/or discussion with an expert colleague focused around their area of development. Where possible, the mentor also attends.
	Deconstruction – Mentor interaction 2 (1 hour) The ECT and mentor discuss what was observed and formulate a plan of how to integrate new learning into practice.
Week 3–5	Integration ECTs integrate new learning into their practice.
Week 5–6	Feedback – Mentor interaction 3 (1 hour 20 min) Mentors attend a drop-in observation focused upon the new practice, followed by feedback and practise using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.

Development Cycle - Foci

Half term	Development cycle focus
Autumn 1	Developing pupils' intrinsic motivation
Autumn 2	Supporting pupils to develop subject-specific skills
Spring 1	Using meaningful and memorable explanations
Spring 2	Anticipating and addressing common misconceptions
Summer 1	Using structured talk to develop pupils' literacy
Summer 2	Developing a coherent curriculum



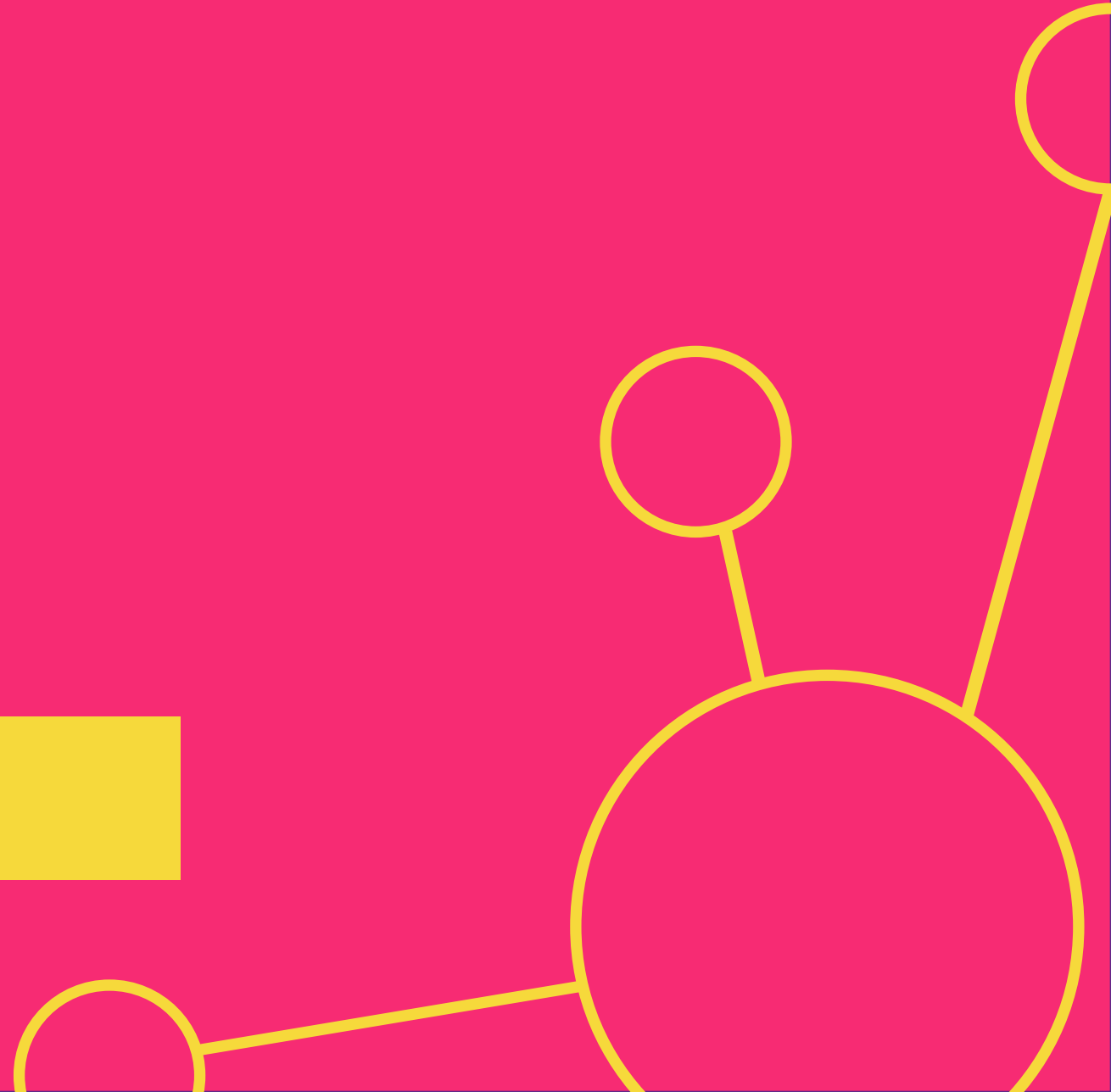
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ECF Lead

Role

& Support //



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Roles and Responsibilities //

ECT

Brightspace

Weekly Y1/ fortnightly
Y2 mentor interaction

Attend seminars

Y2 Attend
demonstrations

Mentor

Brightspace overviews
and stimulus

Mentor interaction
(instructional
coaching)

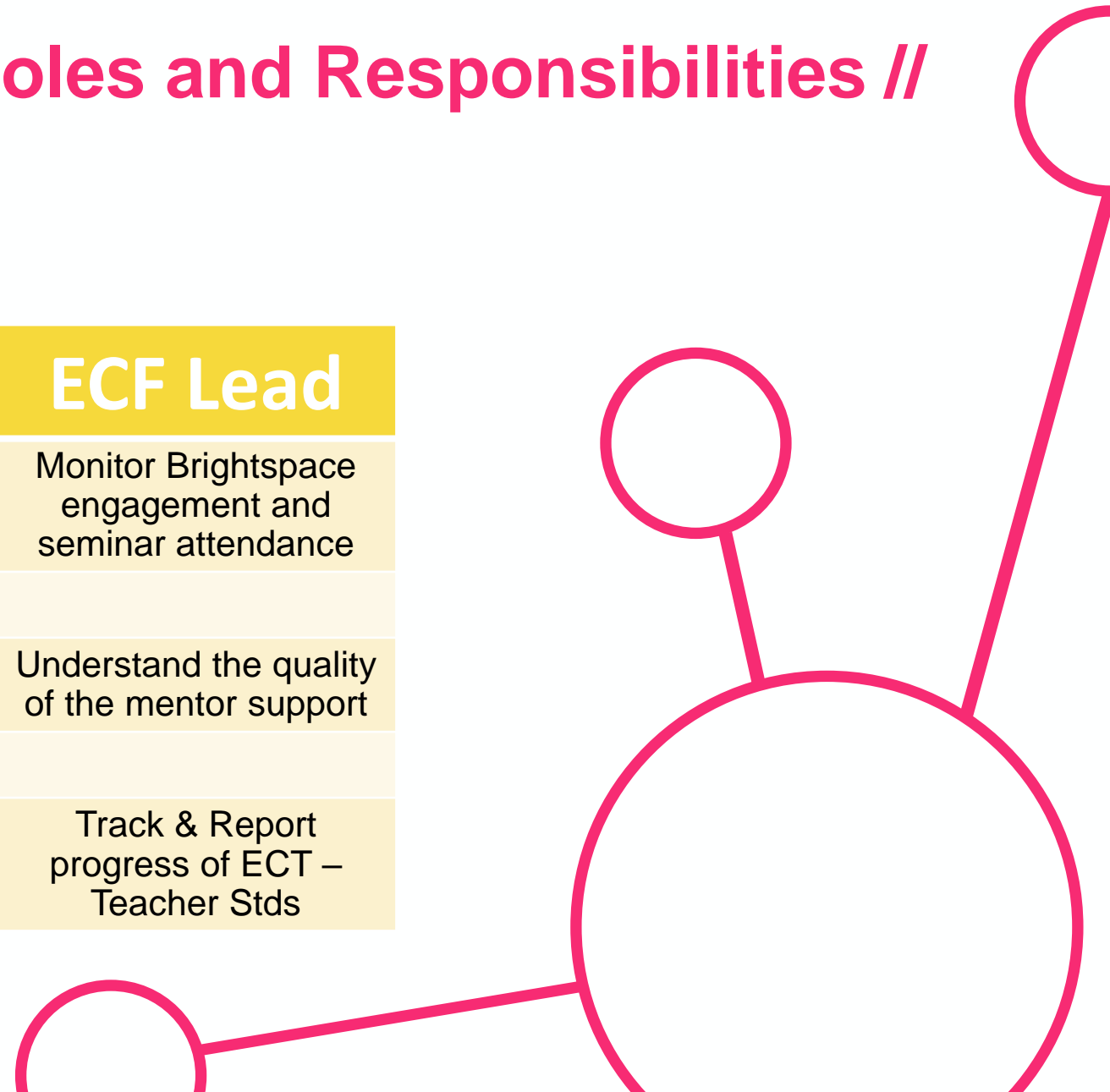
Training
Brightspace and
Seminars

ECF Lead

Monitor Brightspace
engagement and
seminar attendance

Understand the quality
of the mentor support

Track & Report
progress of ECT –
Teacher Stds



Responsibility of the Induction Tutor

- Risk of withdrawal if engagement requirements are not met
- Funding risk for school
- Monitor via Brightspace / audit users
- NTSH will share engagement data in your half termly Bulletin

ECTs and Mentors must engage regularly with the programme:

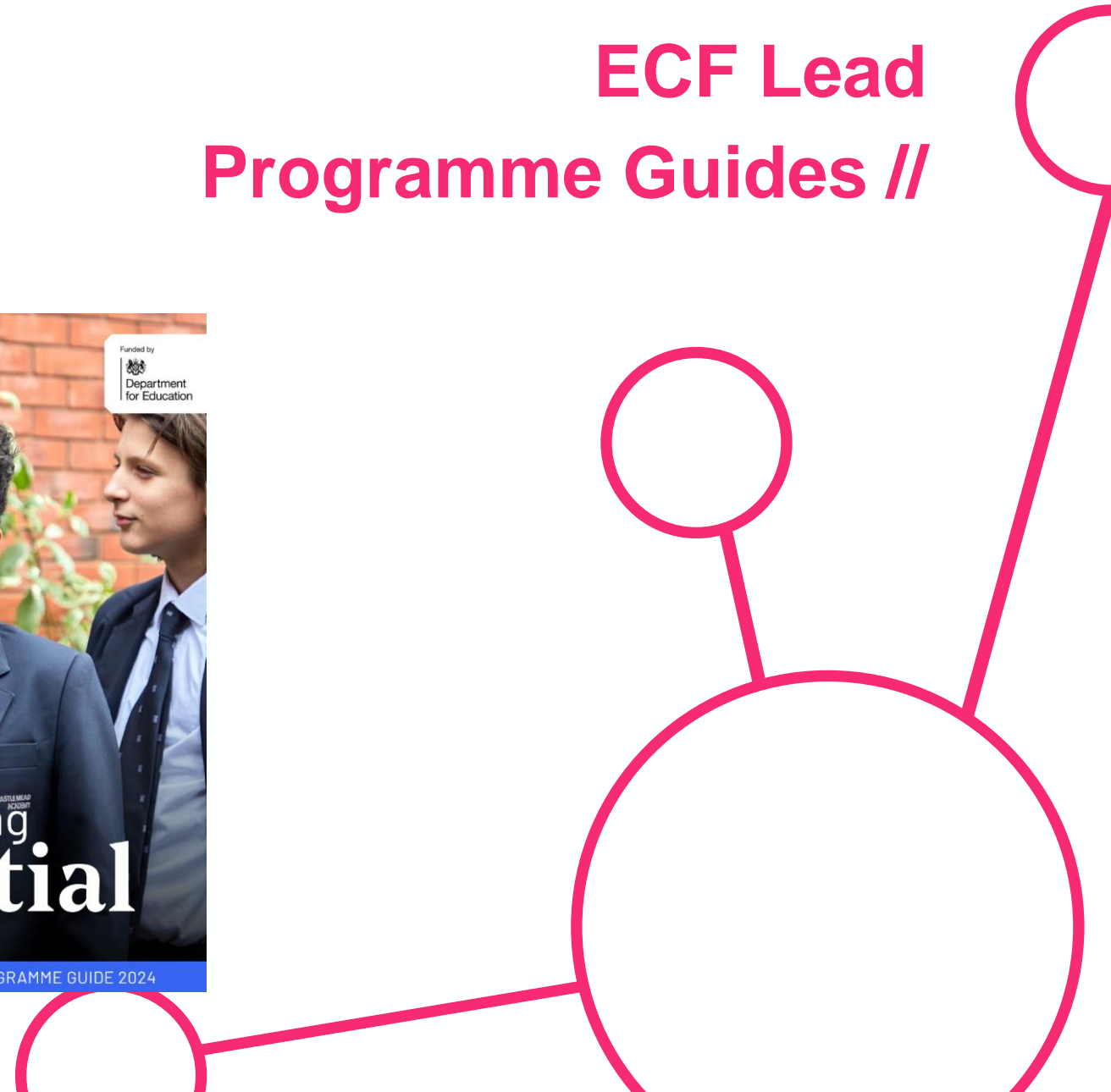
- a) Brightspace self-study**
- b) Seminar attendance**

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ECF Lead Programme Guides //

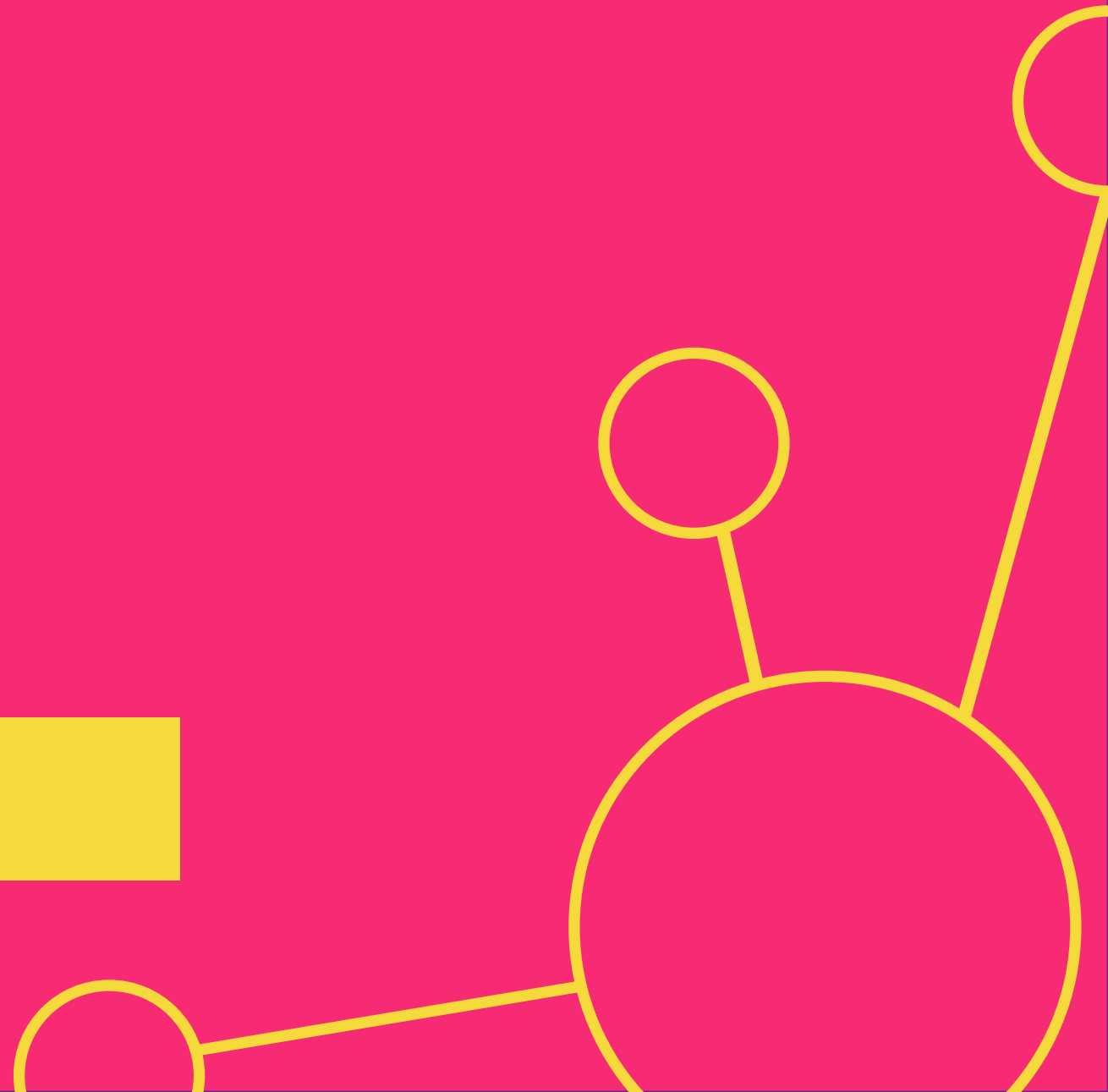


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ECF Lead

Next Steps //



Initial programme set up //

1. Ensure all mentors and ECTs have been logged on the **DfE registration service**
2. Ensure mentors and ECTs can attend **induction**
3. Ensure mentors and ECTs have received their **TSH welcome email** and **MyTeachFirst log in**
4. Ensure ECT and mentor **timetables** reflect programme requirements
5. Consider how will you **record** mentor interactions

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ECTs should not be part of school-wide performance management approaches (Induction)

Support ECT workload by carefully negating repetition in CPD, training or monitoring & evaluation

Consider directing school-based CPD time to mentor training

Be mindful //



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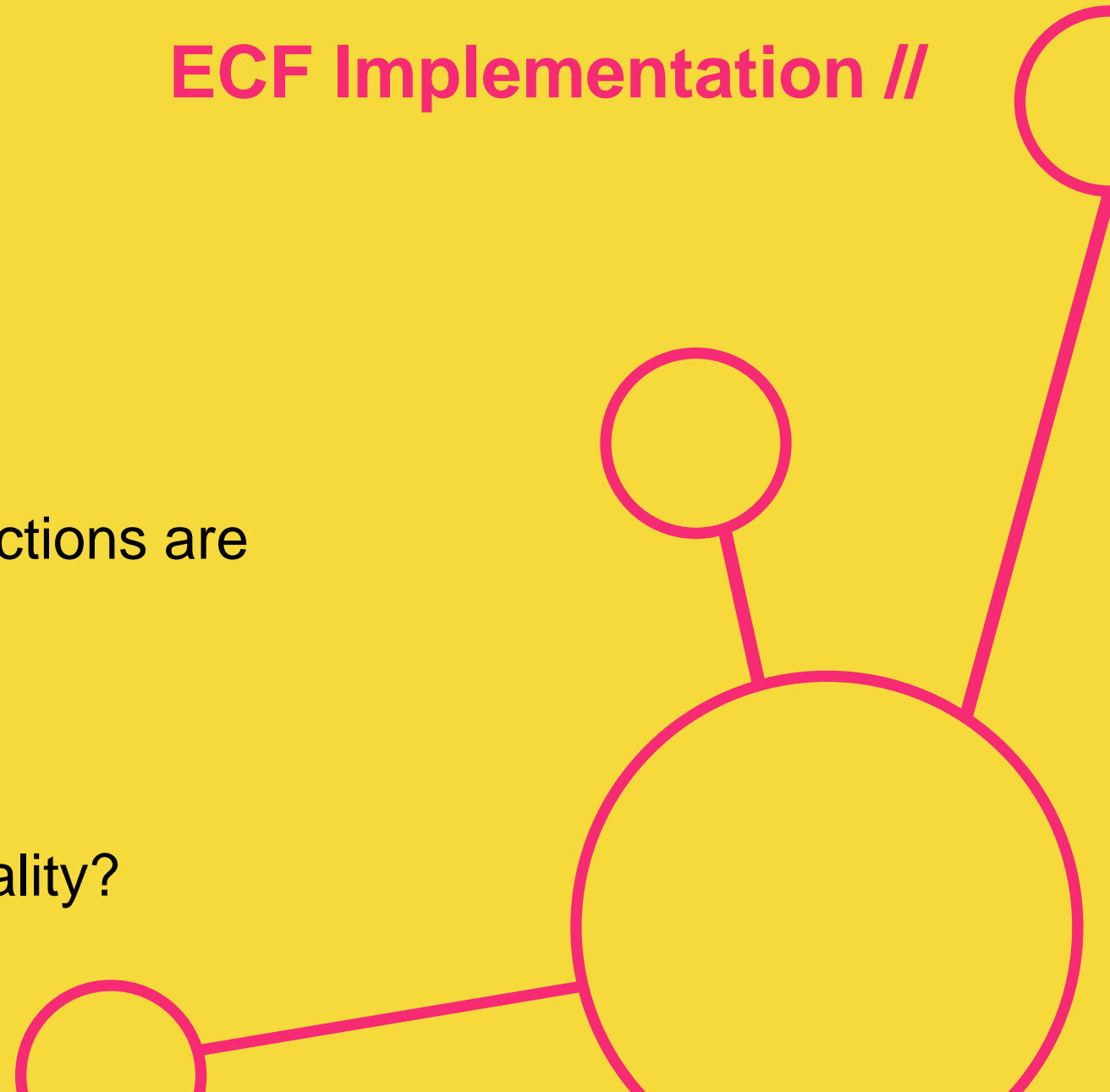
ECF Implementation //

Now

How do you know the mentor interactions are happening?

Next

How can you ensure fidelity and quality?



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ECF Lead
Development Pathway

//



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THANK YOU //

... any questions?

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