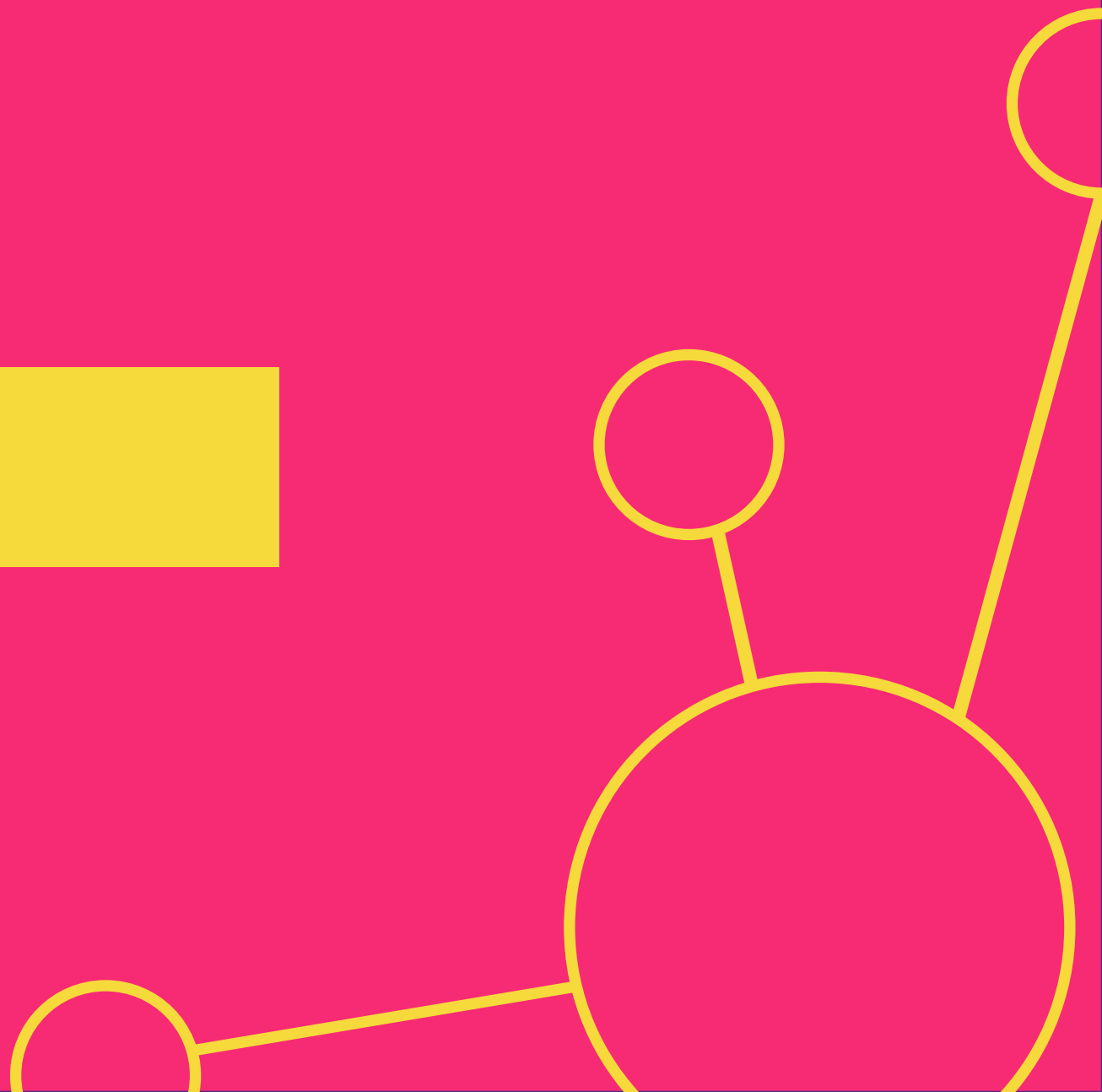
Northamptonshire Teaching School Hub

led by Brooke Weston Trust

ITTECF //

Expert Exchange



The Team //

Gemma Marks

Director of Teaching School Hub

Rebecca Lewis

Early Careers Lead

Kate Coleman

ITT Strategic Lead

Agenda //

14:00 Welcome

Rebecca Lewis | DfE Policy Updates: ITTECF & ECTE

14:10 Kate Coleman | ITT: Wellbeing Survey & NFER Recruitment Data

14:40 Dr Haili Hughes | ‘Maximising Mentoring’ Keynote

15:10 Dr Helen Cauldwell | UoN's MA Education

15:25 Expert Exchange

16:00 Close

DfE Policy updates //

The DfE have updated the guidance available on GOV.UK to reflect the following:

- Introduction of new early career teacher entitlement (ECTE) terminology
- Implementation of the Initial Teacher Training and Early Career Framework (ITTECF) which supersedes the Early Career Framework (ECF) from September 2025 – including transitional arrangements
- Information on the training options available to schools (including provider-led and school-led options)
- clarification of the roles and responsibilities for headteachers, induction tutors and mentors involved in the delivery of the ECTE
- The statutory induction guidance has also been updated to reflect these changes. Updates to the guidance for appropriate bodies, (including updated guidance on fidelity checking) will be published in the coming weeks

Summary //

- Early Career Training Programme (ECTP)
- Early Career Training Programme for Mentors

Updated guidance //

Early career teacher entitlement (ECTE) support :

Information on ETCE - the 2 year program of training and support for early career teachers (ECTs).

Early Career Teacher Entitlement :

Information on the 2-year programme that supports early career teachers (ECTs) when they start their teaching career. This includes the changes to the programme for 2025.

Early career teacher entitlement: roles and responsibilities :

How headteachers, induction tutors and mentors can support ECTs during their ECTE.

Early career teachers: your training and support entitlement :

What ECTs can expect during their ECTE.

Set up and manage the early career teacher entitlement :

What schools need to do to set up and manage training, support, assessment and changing circumstances for the ECTE.

Eligibility and funding for early career teacher entitlement :

ECTE eligibility criteria and DfE grant funding for schools, ECTs and mentors.

Statutory Guidance: Induction for Early Career Teachers (England) : Guidance for appropriate bodies, headteachers, school staff and governing bodies

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ITT in Northants

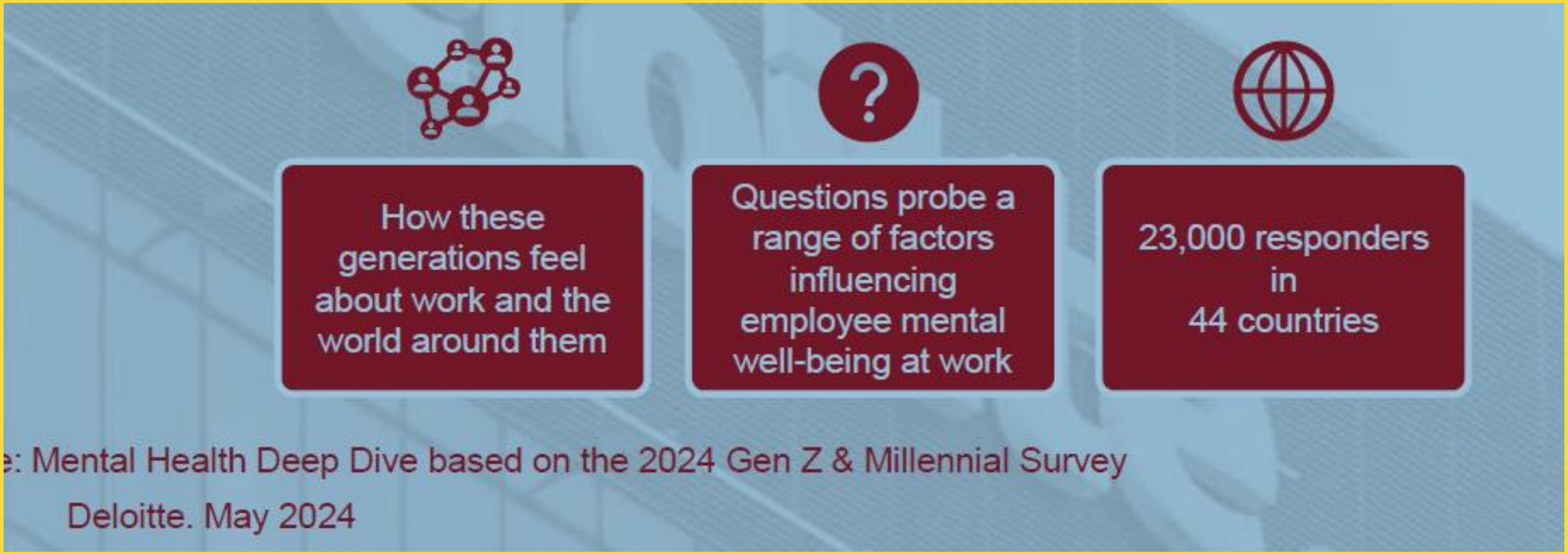
Strategic Planning

Mentoring Perspectives

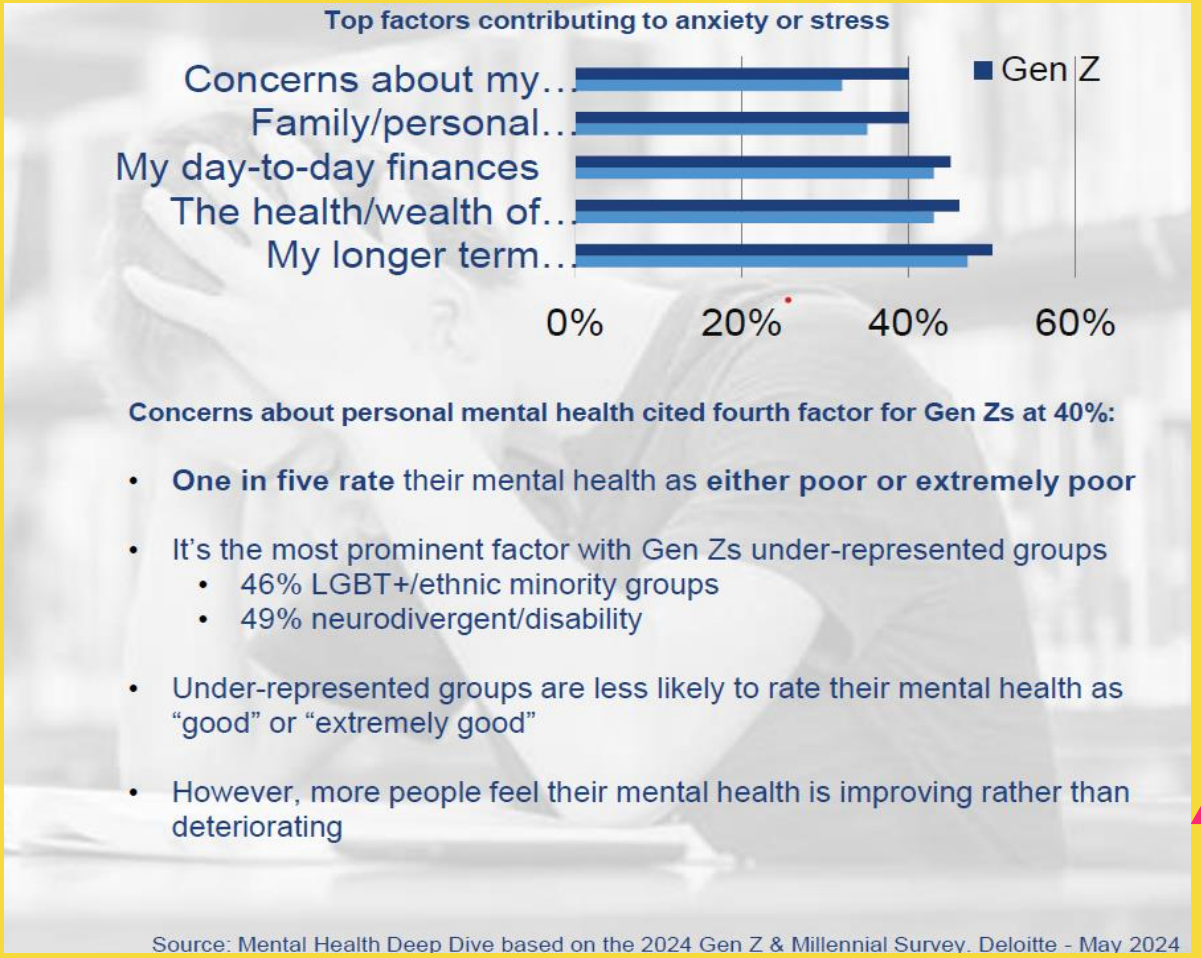
- Changes over time?
- Issues facing trainees/ECTs
- Barriers?
- Support you are offering

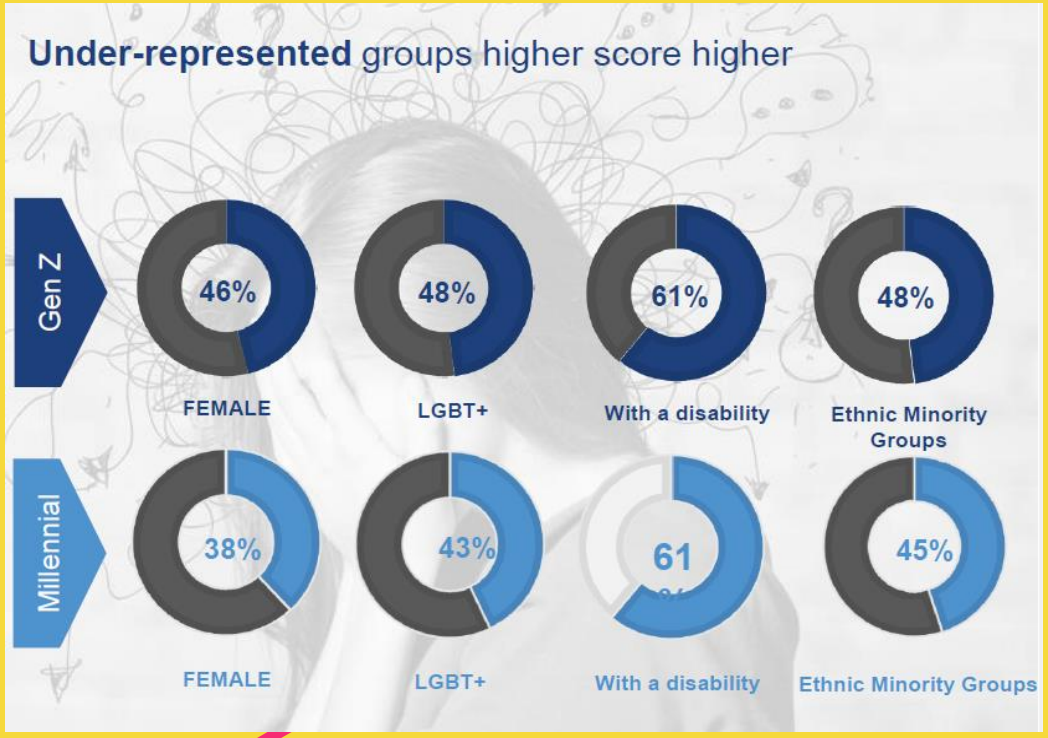
Mental Health of Gen Z & Millennials //

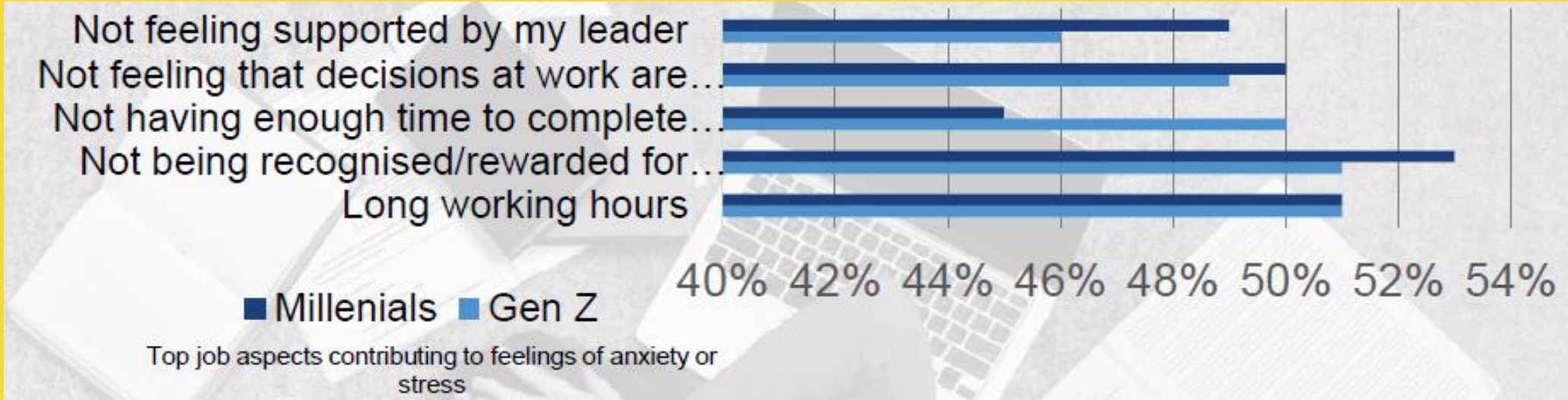
Deep Dive Mental Health based on Gen Z and Millennial Survey Deloitte (2024)



My wellbeing is less than extremely good/good…







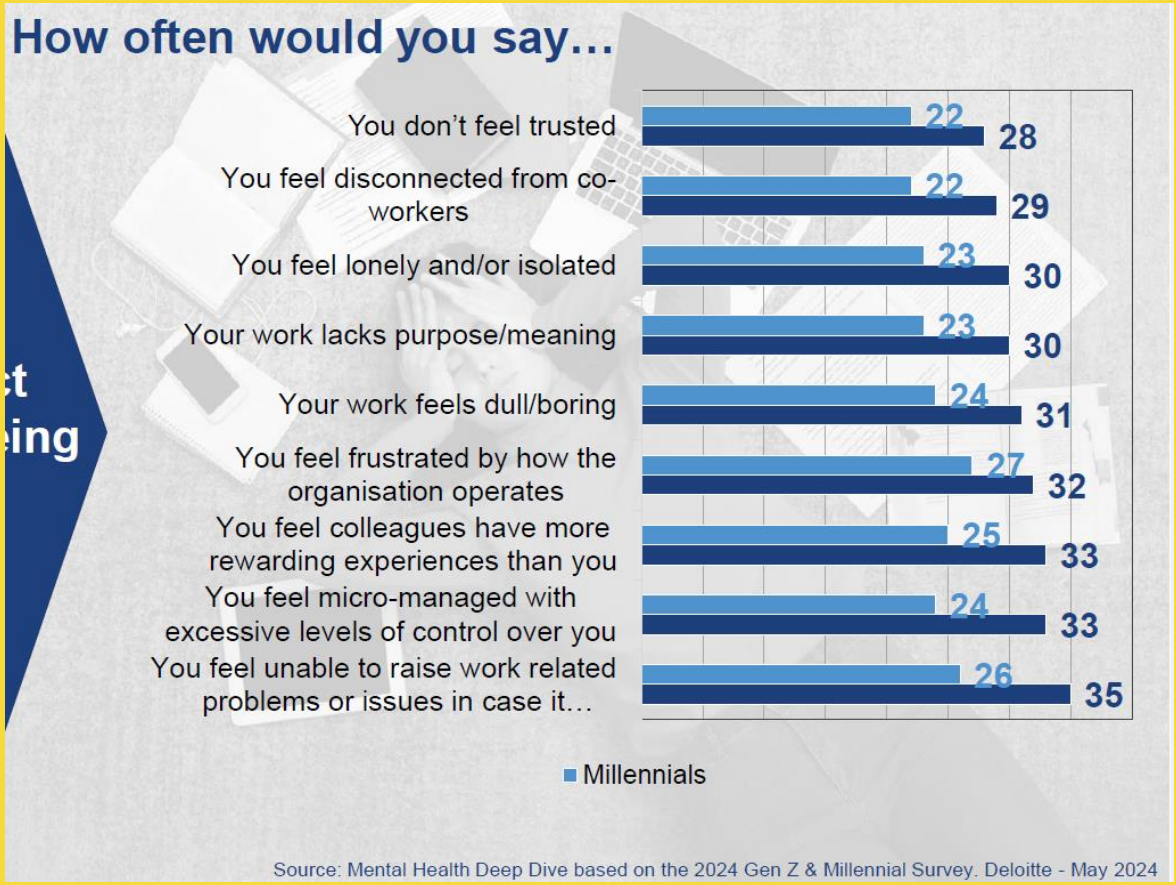
Top job aspects contributing to feelings of anxiety or stress

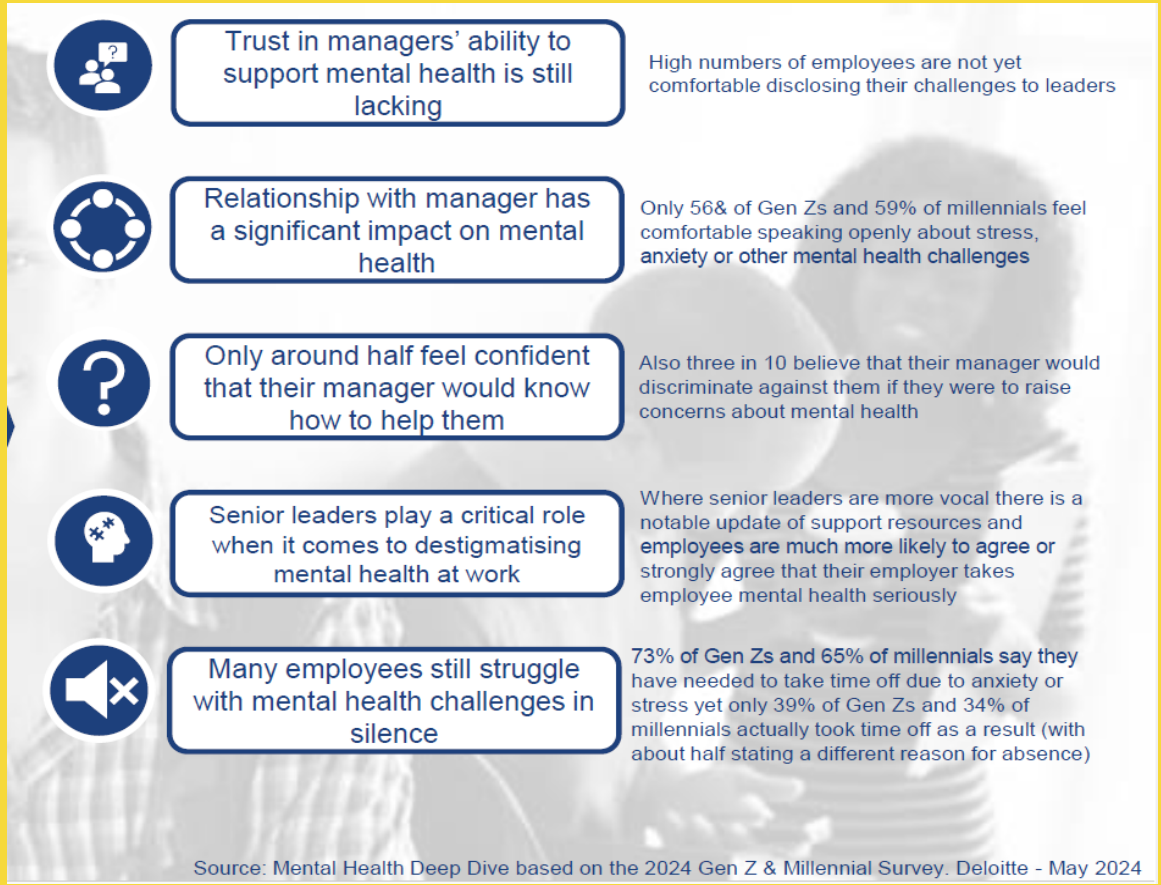
Since the pandemic, Gen Zs and millennials still rank work core to people's sense of identify. Second after friends and family.
A third of respondents feel regularly anxious or stressed say that their "job is a key factor"

50% Gen Zs and 45% millennials agree or strongly agree that they feel burned out at work

Those who feel burned out are more likely to experience work related stress and report negative experiences at work in higher numbers

Support & trust in the workplace //





Teaching Standard 8 //

Manage workload and wellbeing, by:

- Protecting time for rest and recovery and being aware of support available to support good mental wellbeing.

The 2022 Teacher Wellbeing Index survey:

- Education staff report higher levels of stress than average population.*
- Stress levels have increased when compared to 2021.

* ttps://www.educationsupport.org.uk/resources/for-organisations/research/teacher-wellbeing-index/

Pause & reflect //

What has this survey made you think about in relation to mentoring?

Feelings, issues, barriers to successful mentoring:

- What changes have you observed in trainees/ECTs who you have worked with recently?
- What positive attributes do these groups bring to your settings?
- What challenges & barriers have you encountered?
- What steps have you taken to overcomes these problems & support colleagues you are working with?

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NFER
National Foundation for
Educational Research

Northants Trend Data //

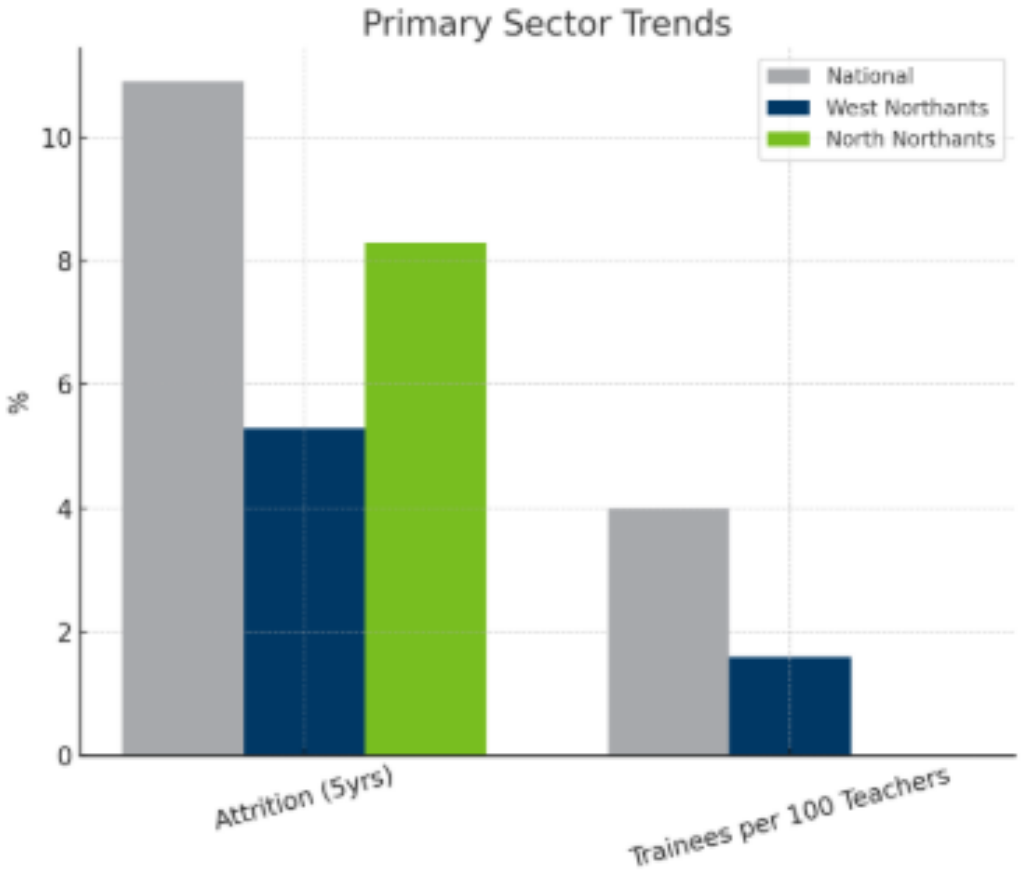
2015 – 2023

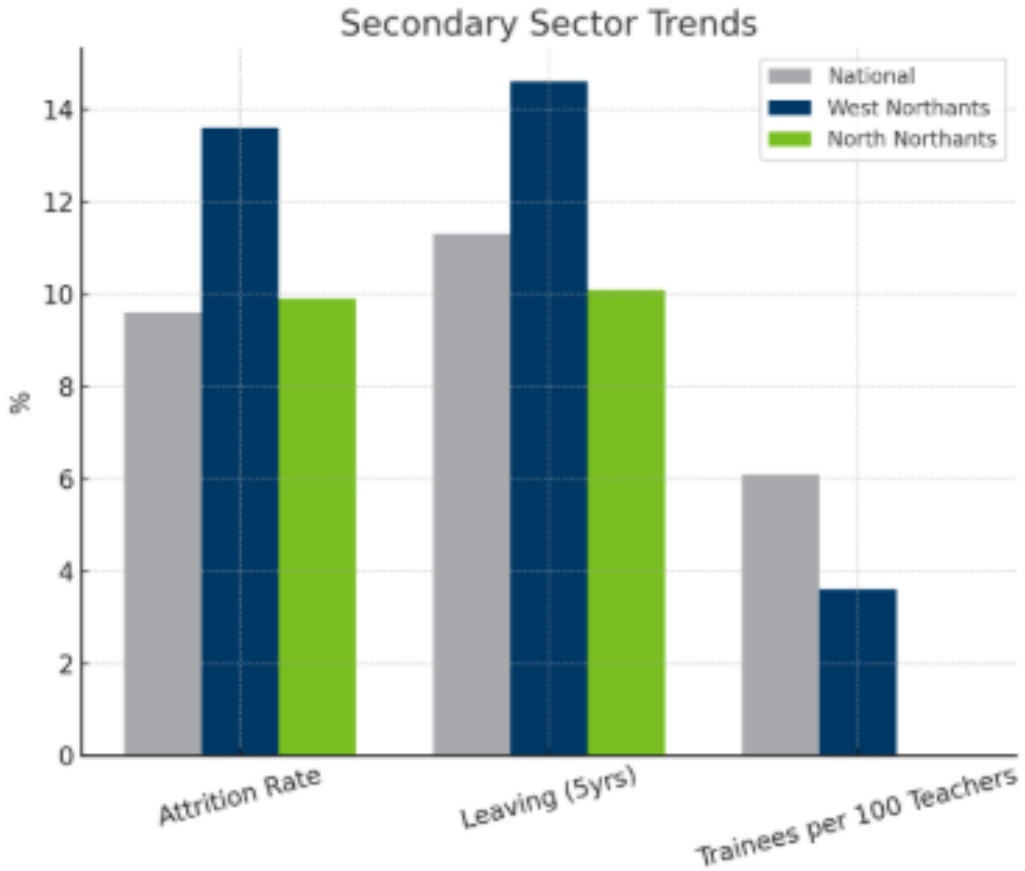
With recruitment lower than necessary, it is more important than ever to retain the existing work force, maximising the benefits of keeping experienced educators in the system and ensuring children and young people are taught and supported by professionals who are able to give of their best.

"The supply of new teachers is simply not sufficient to meet the needs of the education system, and we then lose far too many early in their careers."

ASCL Association of School and College Leaders

NFER Local Data Summary //





- **Attrition:** National (10.9%) vs West (8.4%) vs North (8.2%)
- **ECTs leaving within 5 yrs:** National (10.9%) West (5.3%) and North (8.3%)
- **Trainees per 100 Teachers:** National (4.0%) vs West (1.6%) vs North (0%) eg. Beds 8.2% MK 6.4%

- **Attrition Rate:** National (9.6%) vs West (13.6%) vs North (9.9%) eg. Peterborough 7% Leicester 8% Leicestershire 7.4% Beds 8.1%
- **ECTs leaving within 5 years:** National (11.3%) vs West (14.6%) vs North (10.1%) eg. Peterborough 5.8% Leicester 9.6% Leicestershire 7.6% Beds 8.1%
- **Trainees per 100 Teachers:** National (6.1%) vs West (3.6%) vs North (0%)

Key Concerns ⚠

- **Recruitment gap**: Not enough trained teachers to replace leavers.
- **Low training uptake** in North and West Northants.
- **Sustainability risk** to the workforce over the next 5–10 years.

How to support //

What can you do?

- You will have staff, who are keen and able, working in your schools already but these may not be suitably qualified.
- Recent surveys by the Career Hub suggest that education is an area in which students are interested: FSQ Autumn ‘24
- To **develop a pipeline** and support students in secondary/FE in developing skills which are allied to teaching.
- Encourage school and college students to think that this is a possible career, and a career they would enjoy; They know what makes an effective teacher!

How can we support you?

- Support/website assets for your staff to find out about how to train to teach. All routes available, local providers and how funded
- School work experience to meet Benchmarks for work experiences and support those who may apply. Attend careers’ events and talks;
- Many providers who work across the County who are Ofsted Good+. These provide a range of training to suit;
- A range of ways into teacher training even if you are unable to host placements. Get trainees to ‘see’ your school.

Resources //

Why teach in Northamptonshire?
Local ITT Providers
GRAND UNION
nttp
5 Wells Development Centre
Hatton
Routes into teaching //
TRAIN TO TEACH NORTHANTS
1
Entry requirements
GCSE English, maths (and science if teaching primary) or equivalent at grade C / 4 or equivalent.
Undergraduate degree at typically 2:2 or above – if not completing an undergraduate degree alongside or as part of teacher training.
2
Choose route
University-led
Prospective teachers will be based at a university or college where they'll be taught the theory of teaching, also completing a minimum of 2 school placements lasting a minimum of 24 weeks.
School-led
Prospective teachers will spend the majority of their time learning the practice of teaching from experienced teachers in school, studying the theory of teaching through a college, university or other training partner. They will often be paid as teaching assistants or unqualified teachers and will understand schools' processes and have built up relationships with pupils.
Postgraduate degree
1 YEAR FULL TIME PGCE COURSE
PGCE + QTS + Master's level credits*
Undergraduate degree
3-4 YEARS FULL TIME
OR
4-6 YEARS PART TIME
BEd, BA or BSc course with teacher training
BEd, BA or BSc + QTS
SCITT
1 YEAR INITIAL TEACHER TRAINING PROGRAMME
Unsalaried
Work as a member of a school team
Gradually take shared responsibility for classes
Unsalaried
Salaried
For trainees with transferrable work experience
Work and learn as unqualified teachers
Salaried
QTS + PGCE * + Master's level credits *
Postgraduate Apprenticeship
4 YEARS POSTGRADUATE APPRENTICESHIP
Teaching apprentices need to meet the apprenticeship standard and pass an end-point assessment in their 4th term.
Work and earn as unqualified teachers
Salaried
PGCE + QTS + Master's level credits*
Teach First
2 YEARS LEADERSHIP DEVELOPMENT PROGRAMME
For graduates with a 2:1 or above
5 week immersion into the theory and practice of teaching
2 year full time school employment
Paid as unqualified teachers and then as ECTs
Salaried
QTS + PGCE
Assessment Only (AO)
12 WEEKS QTS ASSESSMENT PROGRAMME
For "As who unqualified teachers with at least 2 teaching experience
Continue to their school, working contracting
QTS assessment via the AO route
Salaried
QTS (Qualified Teacher Status)
Local ITT Providers
GRAND UNION
5 Wells Development Centre
Hatton
Greenwood Academies Trust
The Pilgrim Partnership
nttp
Teach First
TRAIN TO TEACH NORTHANTS
Teacher training routes for UQTs //
A degree
Postgraduate routes
1 year
QTS only or PGCE QTS:
Tuition fee through a SCITT (school based initial teacher training) or University based. This can include a PGCE (Masters Credits) as well as QTS.
Who:
All university providers, all local ITT providers
1 year
Salaried routes:
As above but with a paid salary. The costs (including tuition fees) are met by the school and you will be paid a UQT salary.
Who:
All university providers, some local ITT providers
You will require GCSEs in Maths and English for secondary and GCSEs in Maths, English and Science for primary
12 months
Postgraduate Apprenticeship:
Fees for teacher training are funded by the apprentice levy. You are/will be employed in your existing school. You must have a degree + GCSEs in Maths and English for secondary, and have a degree + GCSEs in Maths, English and Science for primary.
Who:
SWells, The Pilgrim Partnership / Cambridge Partnership, PenGreen, Greenwood Academies Trust
2 years
High potential initial teacher training (HPITT):
The high-potential ITT route is a national 2-year employment-based initial teacher training and leadership development programme that seeks to recruit and train high-potential graduates and career changers who would be otherwise unlikely to join the profession or work in a school.
Who:
Teach First
12 weeks
Assessment Only Route:
A postgraduate route with no training for those who hold a degree and have taught in school. You will need to be employed in a school, have had at least two years teaching experience and at least 6 weeks experience in a
Who:
UON, The Pilgrim Partnership / Cambridge Partnership, Grand
No degree
Who:
UON, PenGreen (EYS), other university providers
Foundation Degree in Learning & Teaching + BA Top Up:
One day per week released from work (3 years overall). This would then enable you to do the apprenticeship or AO route.
2 years + 1 year
Who:
University providers
BA (Hons) QTS:
A 3 or 4 year degree course which includes QTS.
3-4 years
Who:
Not yet available locally
Teacher degree apprenticeships:
Fees for teacher training are funded by the apprentice levy. Gain a degree and QTS while working. This is new and being piloted.
4 years

How can we tackle this strategically? //

Please reflect on and share an action to take away:

- How are you managing recruitment at present?
- The issues around recruitment for you: What is driving this/barriers to this?
- How can we look to build a sustainable workforce for the next 10yrs?
- How can we work together and support each other?

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Keynote //

Professor Haili Hughes

‘Maximising Mentoring’

Forward Planning //

- How can you support your mentors in ensuring their mentoring is having an impact?
- What can you do to foster a supportive mentoring/coaching culture in school?
- How can you support the ITT/ECT and mentor in their initial contracting of expectations and ‘norms’ in their weekly/bi-weekly interactions?
- How can you consider mentor and ITT/ECT identities when creating your pairings?
- How can you spotlight and reward mentoring in your school to raise its profile?

Introduction to the MA Education at the University of Northampton

Dr Helen Caldwell

Overview: Sept or Jan start, FT or PT, online or on campus, 180 credits needed

Pathway modules:

EDUM165 Leading for Improvement 30 credits with prerequisite NPQ

EDUM124 Developing and Supporting Others 30 credits with prerequisite ITT mentor training

Standalone CPD modules:

EDUM162 Future Focused Education and Innovative Pedagogies 10 credits

EDUM163 Digital Horizons in Education 10 credits

EDUM164 Health and Wellbeing in Educational Contexts 20 credits

Further modules:

EDUM166 Dissertation 60 credits

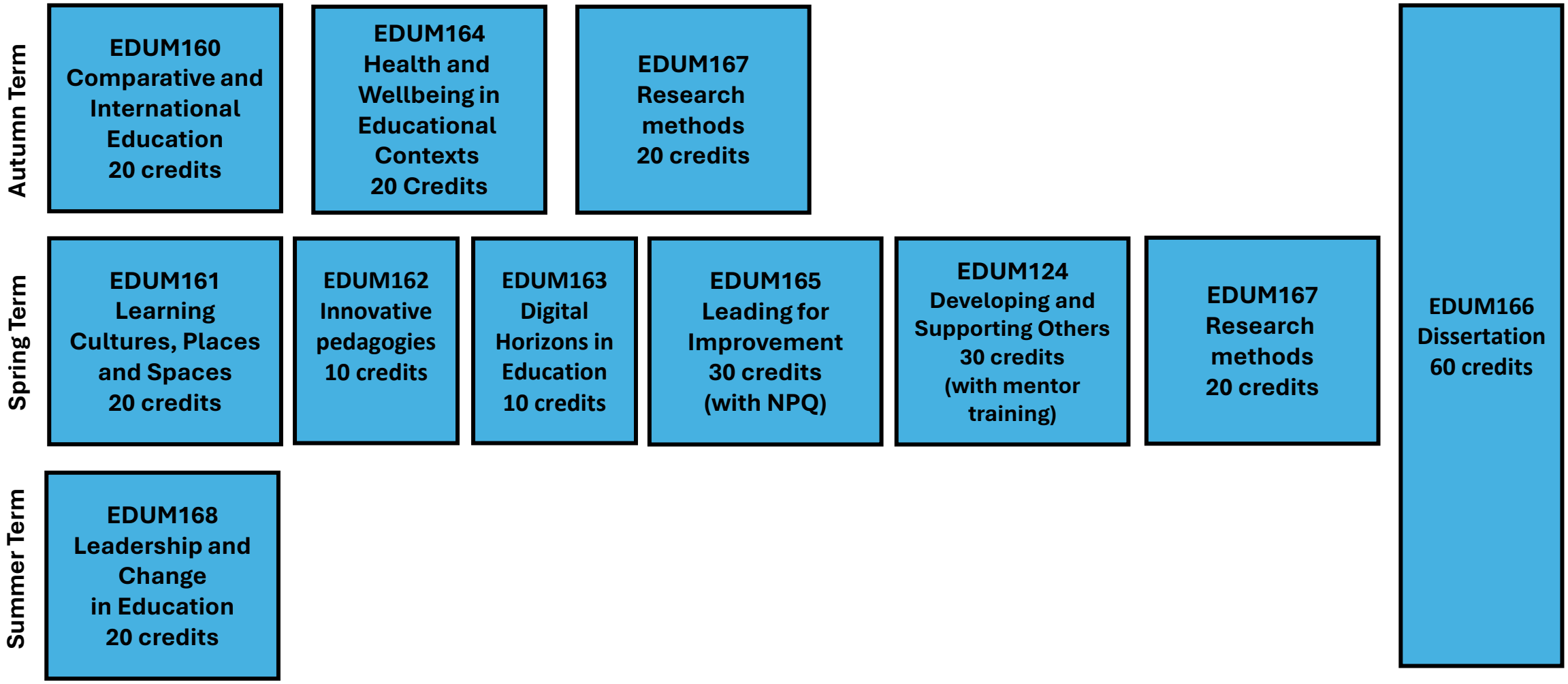
EDUM167 Research Methods in Education 20 credits

EDUM160 International and Comparative Education 20 credits

EDUM161 Learning Cultures, Places and Spaces 20 credits

EDUM168 Leadership and Change in Education 20 credits

Teaching Schedule



Contact: Helen.caldwell@northampton.ac.uk

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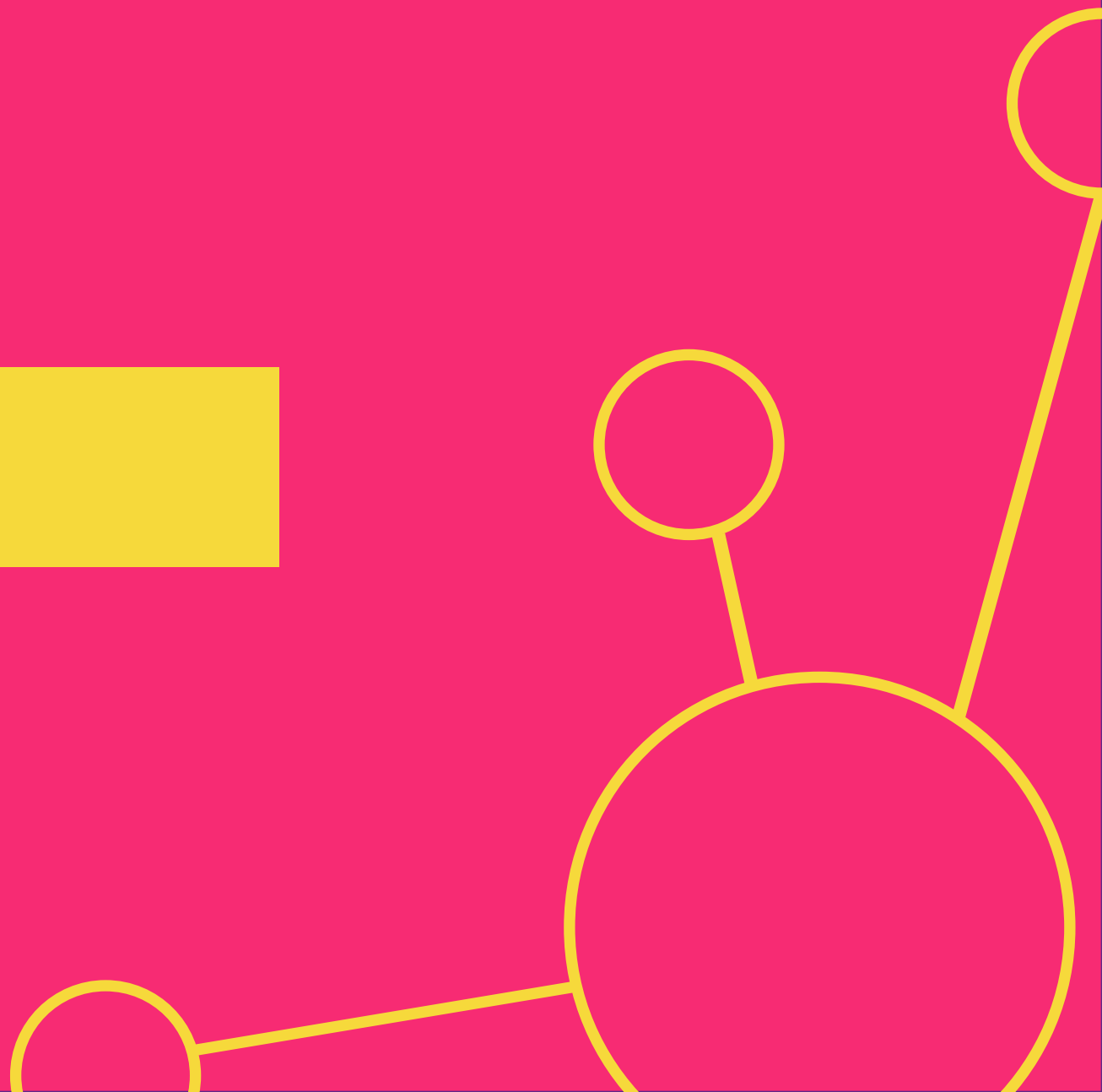
Time for a chat //

- Networking
- ECT Lead Directors



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ECF Lead Directors

Nicole Lawson

Gail Brainwood

Kim Isaksen

Katie Page

Sarah Meeks

Scott Brazier