



East Manchester
Teaching School Hub

Early Career Framework

Handbook 2023-2024

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WELCOME

Welcome to East Manchester Teaching School Hub. At East Manchester we pride ourselves on the personal support we provide to our schools and our Early Career Teachers. We firmly believe that our ECTs will thrive surrounded by a supportive mentor, an effective Induction Tutor in their schools, and other experienced colleagues you will meet whilst working with us as a Teaching School Hub.

As well as providing Appropriate Body services to support ECTs' two-year statutory induction, we also provide continued professional development by facilitating the Early Career Framework programme designed by University College London (UCL) for both ECTs and mentors.

We look forward to supporting you on your journey as an Early Career Teacher or mentor or supporting your work as an Induction Tutor in your school.

KEY INFORMATION

Key Roles in ECT Induction

Title	Role
In School	
Early Career Teacher (ECT)	An Early Career Teacher is a teacher in the first two years of their career. ECTs have two years to develop and refine their practice against the teachers' standards and must pass statutory induction to continue working as a teacher. ECTs follow a programme of CPD called the Early Career Framework (ECF) which is not assessed but underpins statutory induction and is part of every ECTs' entitlement.
Mentor	Mentors are assigned to ECTs by Induction Tutors. They will be a more experienced teacher in a phase or department. They do not necessarily have to teach the same phase or subject as their assigned ECT. Mentors will meet their ECT on a weekly or fortnightly basis in accordance with the sessions outlined on UCL Extend (University College London provide the ECF programme). ECTs may also approach mentors on a more informal basis to ask questions or for day-to-day support.
Induction Tutor	The Induction Tutor in school is the colleague who will complete formal observations of an ECT's lessons and complete their progress reviews and formal assessments. This colleague will be a member of the senior leadership team or someone with a different leadership role (i.e., a middle leader if you are working in larger school with multiple Induction Tutors). The Induction Tutor is the point of contact in school if ECTs or mentors have any wider concerns about the ECF programme or their induction.
East Manchester Teaching School Hub	
EMTH Appropriate Body	East Manchester Teaching School Hub Appropriate Body (AB) takes care of an ECT's statutory induction. ECTs must pass statutory induction successfully to become a fully qualified teacher. As an Appropriate Body, we review, and quality assure the progress reviews written by Induction Tutors and sign off final assessments for the end of year one and the end of year two. You can find out more about our Appropriate Body in our handbook on the website here .
ECF Facilitator	As part of the Early Career Framework programme, ECTs and mentors will attend facilitated training sessions during the academic year. This training session will relate directly to the ECF standards being explored in your self-directed study and structured mentor sessions at each stage. ECF facilitators deliver this training. They will be an experienced teacher and/or leader. During each training session, they will deliver materials provided by UCL which include relevant research and case studies as well as more bespoke advice and guidance based on their phase and/or specialism. As well as being able to network and share good practice with other ECTs or mentors, these sessions will provide you with tangible strategies to use in your classroom and help you to improve your practice.
EMTSH Administration Team	Our dedicated administration team will communicate with you regarding your facilitated training sessions, and with any updates or changes that occur throughout the year. They are also on-hand to support you with any immediate queries or concerns. If you are an Induction Tutor, our team will be able to support you with more practical aspects of ECT induction such as using ECT Manager and registering ECTs on the DfE Portal.

CONTACT US

We are here to help you during every step of your statutory induction journey. Please contact us using the methods below.



[Help Centre](#)



[Website](#)



Email

ecf@eastmanchesterteachinghub.com



Phone

0161 624 1484

WHAT IS THE EARLY CAREER FRAMEWORK?

The first few years of the teaching profession are essential for developing the knowledge, skills and confidence needed to be the very best teachers and future leaders. We support Early Career Teachers through our partnership with University College London to deliver the Early Career Framework, a funded entitlement to a structured two-year package of high-quality professional development at the start of their teaching career.

The ECF is part of the statutory entitlement for Early Career Teachers (ECTs).

The Early Career Framework (ECF) is the evidence base which underpins the training curriculum and entitlement for Early Career Teachers (ECTs). It sets out what all ECTs should learn about and learn how to do, during the first two years of their careers.

There are five core areas:

- Behaviour Management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

The ECF builds on the core content framework (CCF) of Initial Teacher Training.

Over the two years of the Early Career Framework, all new teachers will receive:

- Two years of newly developed, funded, high-quality training available as a Full Induction Programme (FIP), Core Induction Programme (CIP) or school-based programme.
- Funding for 5% time away from the classroom for teachers in their second year from 2023.
- A dedicated mentor, and support for mentors including access to funded high-quality training and funding to cover mentors' time with the mentee in the second year of teaching.

East Manchester Teaching School Hub is providing a full induction programme (FIP) in partnership with University College London for teachers across all phases and sectors. This is a fully funded, provider-led and quality assured programme. We recruit experienced and expert facilitators to support ECTs and mentors throughout the programme. We facilitate, **phase specific local clusters, and, have a special school and post-16 cluster groups** to support meaningful networking and peer support.

The UCL programme consists of nine modules over two years. The eight standards of the ECF are combined into five modules in Year One that fully address the content of all standards. There are four modules in Year Two that deepen ECTs' knowledge and practice in relation to aspects of the ECF that are most pertinent to each ECT.

ECT learning in each half term is fostered through an integrated programme of ECT self-study, ECT mentor sessions and face-to-face training events. The programme also provides professional development for mentors.

UCL's ECF programme is a fusion of university and school-based expertise working in partnership to create and implement a programme which is:

- **Knowledge and evidence-based:** Informed by a deep understanding of the development needs of ECTs and Mentors.
- **Drawn from expert theory and current practice:** Co-designed by teachers and school leaders, teacher educators and academics with rich experience of translating evidence into practice.
- **Inquiry-based spiral learning:** The understanding of key themes is established in Year 1, which then extended and deepened through three practice-based inquiries in Year 2.
- **Embedded in practice:** The applied learning complements practice rather than being a 'bolt on' that would add to workload.
- **Regional:** Our Delivery Partners give a local flavour to each region, using delivery that meets the needs of schools in their region.
- **Flexible:** Delivery Partners can follow our proposed sequence or create their own to meet the needs of ECTs and Mentors.

View [UCL's programme handbook here](#) or to read more about the programme structure and content have a look at the [UCL website](#).

UCL's Early Career Framework Programme is part of a golden thread of teacher development which you may wish to explore as you advance in your career.



HOW IS THE UCL EARLY CAREER FRAMEWORK PROGRAMME STRUCTURED?

The [Early Career Framework \(ECF\)](#) is the evidence base which underpins the training curriculum and entitlement for Early Career Teachers' (ECTs). It sets out what all ECTs should learn about and learn how to do, during the first two years of their careers.

There are five core areas:

- Behaviour Management
- Pedagogy
- Curriculum
- Assessment
- Professional Behaviours

Each week has a different focus. You will engage with a weekly or fortnightly self-directed study and have a mentor meeting. You will access the materials for each session on UCL Extend. You will receive a login for UCL Extend once you have been registered by your Induction Tutor on the DfE portal.

Once per half term, you will attend a face-to-face facilitated training session which will explore 'Learn that...' and 'Learn how to...' statements relevant to that term. Not only is this a great opportunity to learn from an experienced colleague, but you will have the opportunity to network and build professional relationships with other ECTs from across the area.

The focus for each half term and week is shown below: the dark blue shaded box indicates an activity that week.

Please note that the dates, times and venues for your facilitated session will be communicated by the team at EMTSH in due course and as relevant to your cluster, which will be allocated according to phase, subject and geographical location. The facilitated session will not necessarily take place in the week scheduled by UCL.

EMTSH UCL Early Career Framework Module Summary

ECTs can start their statutory induction and engagement with the ECF programme from September (standard starter), January (non-standard starter) or April (non-standard starter).

ECTs will **always start the ECF programme from Module One** and work their way through to Module Nine. However, the materials on UCL are organised for standard ECTs. Therefore, when they access the UCL Extend platform, non-standard ECTs who start in January or April, will need to ignore the term names and focus on following each module week by week as shown below.

ECT Start	Aut1	Aut2	Spr1	Spr1	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2	Sum1	Sum2	Aut1	Aut2	Spr1	Spr2
September	M1	M2	M3	M3	M4	M5	M6	M7	M8(i)	M8(ii)	M8(iii)	M9				
January			M1	M2	M3	M3	M4	M5	M6	M7	M8(i)	M8(ii)	M8(iii)	M9		
April					M1	M2	M3	M3	M4	M5	M6	M7	M8(i)	M8(ii)	M8(iii)	M9

	Year One Modules 1-5
	Year Two Modules 6-9

YEAR ONE

Module One: Enabling Pupil Learning (ECF 1 and ECF 7)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Autumn Week One	Module One Audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Autumn Week Two	Understanding teachers as role models					
Autumn Week Three	Establishing the learning environment					
Autumn Week Four	Supporting the most vulnerable pupils					
Autumn Week Five	Understanding pupils as learners					
Autumn Week Six	Managing behaviour					
Autumn Week Seven	Exploring yourself as a role model					

OCTOBER HALF TERM

Module Two: Engaging Pupils in Learning (ECF 2 and ECF 3)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Autumn Week One	Module Two Audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Autumn Week Two	Prior knowledge, memory and misconceptions					
Autumn Week Three	Literacy and learning					
Autumn Week Four	Consolidation of learning					
Autumn Week Five	Curriculum and subject knowledge					
Autumn Week Six	Subject knowledge and key concepts					
Autumn Week Seven	Review of Module Two Audit					

CHRISTMAS

Module Three: Developing Quality Pedagogy (ECF 4 and ECF 5)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Spring Week One	Module Three Audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Spring Week Two	Implementing effective modelling					
Spring Week Three	Introducing new material in steps using exposition and questioning					
Spring Week Four	Modelling metacognitive strategies					
Spring Week Five	Developing high quality classroom talk					
Spring Week Six	Reviewing the learning for Teachers' Standard 4					

FEBRUARY HALF TERM

Module Three: Developing Quality Pedagogy (ECF 4 and ECF 5)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Spring Week Seven	Understanding the role of key professionals in helping to meet the needs of all learners				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Spring Week Eight	Using grouping to support specific needs					
Spring Week Nine	Building on pupils' prior knowledge through formative assessment					
Spring Week Ten	Making new concepts accessible through targeted support					
Spring Week Eleven	Meeting individual needs and balancing workload					
Spring Week Twelve	Reviewing the learning from Teachers' Standard 5					

EASTER

Module Four: Making Productive Use of Assessment (ECF 6)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Summer Week One	Fundamental principles of effective assessment (1) and module audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Summer Week Two	Fundamental principles of effective assessment (2)					
Summer Week Three	Applying good assessment practice in the classroom					
Summer Week Four	Giving high-quality feedback					
Summer Week Five	Planning effective and manageable marking and feedback					
Summer Week Six	Putting effective marking and feedback into practice					

MAY HALF TERM

Module Five: Fulfilling Professional Responsibilities (ECF 8)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Summer Week One	Module Five Audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Summer Week Two	Workload and wellbeing					
Summer Week Three	Reflection and research in professional development					
Summer Week Four	Engaging with parents, carers and families					
Summer Week Five	Building professional relationships; Working effectively with colleagues					
Summer Week Six	Revisiting professional development					
Summer Week Seven	Review of year one and planning for year two					

SUMMER

YEAR TWO

Module Six: Inquiring into Pupil Learning (Revisiting ECF 1 and ECF 7)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Autumn Week One	There are no sessions this week.				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Autumn Week Two	Module Six Audit					
Autumn Week Three	Annual Conference with East Manchester Teaching School Hub					
Autumn Week Four	There are no sessions this week.					
Autumn Week Five	Evidence of the effects upon their pupils of how the ECT sets high expectations and manages behaviour effectively					
Autumn Week Six	ECT Training					
Autumn Week Seven	Review of Module Six: report back on inquiry					

OCTOBER HALF TERM

Module Seven: Inquiring into Engaging Pupils' Learning (Revisiting ECF 2 and ECF 3)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Autumn Week One	Module Seven Audit				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Autumn Week Two	ECT Training					
Autumn Week Three	In their focus area, what impact is the ECT having on their pupils?					
Autumn Week Four	From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?					
Autumn Week Five	Structured reflection upon how alterations to the ECT's teaching are promoting good progress and demonstrating good subject and curriculum knowledge.					
Autumn Week Six	Making judicious use of practical skills in relation to promoting good progress and demonstrating good subject and curriculum knowledge.					
Autumn Week Seven	Module Seven Evaluation					

CHRISTMAS

Module Eight: Developing Quality Pedagogy and Making Use of Assessment Part (i) (Revisiting ECF 4, 5 and 6)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Spring Week One	There are no sessions this week.				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Spring Week Two	Conducting an extended evaluative inquiry and Module Eight Audit					
Spring Week Three	What is evidence telling us about the effects upon their pupils of how the ECT develops quality pedagogy and makes productive use of assessment?					
Spring Week Four	From the evidence of the ECT's normal practice, what might be a useful alteration to their teaching?					
Spring Week Five	There are no sessions this week.					
Spring Week Six	Structured reflection upon the ECT's Module 8 inquiry and the alterations to their teaching					

FEBRUARY HALF TERM

Module Eight: Developing Quality Pedagogy and Making Use of Assessment Part (ii) (Revisiting ECF 4, 5 and 6)						
Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Spring Week Seven	There are no sessions for you this week, but ECTs are welcome to continue collecting evidence for their module 8 evaluative inquiry.				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Spring Week Eight	Observation and feedback to improve the quality of pedagogy and the productive use of assessment					
Spring Week Nine	What is evidence telling us about the effects upon their pupils of the ECT's practice in relation to Standards 4, 5 and 6?					
Spring Week Ten	Sharing claims. Using the Module audit to plan future development					
Spring Week Eleven	There are no sessions for you this week, but ECTs are welcome to continue collecting evidence for their module 8 evaluative inquiry.					

EASTER

Module Eight: Developing Quality Pedagogy and Making Use of Assessment Part (iii) (Revisiting ECF 4, 5 and 6)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Summer Week One	Inquiry progress: Checking for negative consequences				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Summer Week Two	Inquiry progress: Considering the fuller range of emergent evidence					
Summer Week Three	The impacts upon the ECT of their inquiry					
Summer Week Four	The impacts upon the ECT of their inquiry. Planning to present					
Summer Week Five	There are no sessions this week, but the ECT is welcome to continue preparing for their module 8 evaluative inquiry presentation next week					
Summer Week Six	Inquiry presentation and Module Evaluation					

MAY HALF TERM

Module Nine: Fulfilling Professional Responsibilities (Revisiting ECF 8)

Week	Focus	ECT Self-directed Study	Mentor Self-directed Study	Mentor Session	ECT Facilitated Training	Mentor Facilitated Training
Summer Week One	Managing professional development				Please see separate details communicated by EMTSH	Please see separate details communicated by EMTSH
Summer Week Two	Managing effective working relationships					
Summer Week Three	Managing workload and wellbeing					
Summer Week Four	Planning for Year Three					
Summer Week Five	There are no sessions in the programme. Mentors and ECTs should aim to finish their End of Module 9 Completion questionnaires.					
Summer Week Six	There are no sessions in the programme. Mentors and ECTs should aim to finish their End of Module 9 Completion questionnaires.					

SUMMER

HOW DO I ENGAGE WITH THE EARLY CAREER FRAMEWORK?

STEP ONE

Your Induction Tutor will register you as a new ECT or mentor on the DfE Portal.

STEP TWO

You will receive login details for UCL Extend.

If you do not receive your details within the first three weeks of starting your induction or becoming a mentor, please contact our team.

STEP THREE

Login to UCL Extend and agree to the *Programme Commencement Policy*.

Once you have 'signed' this, you can start to access the ECF materials.

Please note that this can take some time after you have been registered. Whilst you are waiting, you can access the Module One resources on our website (please see link on next page).

STEP FOUR

Each week **access the self-directed materials on UCL Extend and meet with you mentor as directed**. Please see the guide below regarding how to find the materials you need. Each fortnight, you will receive a **bulletin** from EMTSH detailing what you should be accessing that week with links to the relevant pages on UCL Extend.

STEP FIVE

You will attend an induction conference with EMTSH at the start of the autumn term.

In subsequent half terms of the academic year, you will attend more **bespoke training with a specialist facilitator**. Our team will email the dates of **ALL** facilitated sessions for the year and send you a reminder each term as relevant.

STEP SIX

Attend the facilitated training session with your facilitator.

If you cannot attend, please see the instructions below. **In all cases, you MUST send apologies to the EMTSH team.**

If you do not attend facilitated training sessions or watch the UCL recordings and fail to contact the EMTSH team as a matter of professional courtesy, you will be contacted by our team in the first instance. If we do not receive a satisfactory response, we will contact your Induction Tutor.

What do I do if the training sessions clash with a meeting or planned school event?

As soon as you receive your training dates from the EMTSH team please **cross check them against your school's calendar**. If there are clashes, please inform us immediately at ecf@eastmanchesterteachinghub.com and we will offer you alternative dates.

If a meeting or school event is scheduled on an ad hoc basis, please let us know asap, and we will offer you a different date for your training.

If you are still unable to attend, you must access the recording for the session on UCL Extend **within three weeks of the scheduled training session**. Your facilitator will also send through the resources from the session.

What do I do if I am absent from school on the day of the training?

If you are unable to attend the session due to being absent from school, please let us know as soon as you can at ecf@eastmanchesterteachinghub.com.

If suitable (and possible), we will offer you an alternative session to attend.

If you are still unable to attend, you must access the recording for the session on UCL Extend **within three weeks of the scheduled training session**. Your facilitator will also send through the resources from the session.

What do I do if my school is unable to provide cover for me to attend?

As soon as you receive your training dates from the EMTSH team please **cross check them against your school's calendar**. These will also be shared with your **Induction Tutor**. If there are one or more dates that will cause a cover issue for your school, please let us know at ecf@eastmanchesterteachinghub.com and we will see if any other dates are suitable.

If your school is still unable to provide cover, please let us know asap and we will see what we can put in place.

If you are still unable to attend, you must access the recording for the session on UCL Extend **within three weeks of the scheduled training session**.

In the event of unforeseen circumstances such as your facilitator not being available or adverse weather, or in the event of schools being closed (i.e., for industrial action), our team will communicate with you via email regarding cancellation of sessions and revised dates. If something like this happens, please contact us if you do not receive any communication at ecf@eastmanchesterteachinghub.com.

AS AN ECT, HOW DO I ENGAGE WITH THE ECF USING UCL EXTEND?

East Manchester Teaching School Hub facilitates the delivery of the ECF which is accessed via UCL's digital platform **UCL Extend**.

You will receive login details for UCL Extend once you have been signed up to the DfE portal (your Induction Tutor will do this on your behalf).

If your access to UCL Extend takes a while to come through at the start of the programme, you can access the resources you need for [Module One here \(Year One\)](#) and for [Module Six here \(Year Two\)](#).

Each week (Year One) or fortnight (Year Two) as applicable, you will:



Access UCL Extend.



Complete the **self-directed study**. To do this, you can read the materials and complete the activities, listen to the audio version of the materials and complete the activities, or access the reduced version if you are struggling.



Once you have completed the self-directed study, remember to **click the button to indicate that you have finished**.



Meet with your mentor. There is a mentor session structure to follow which should be accessed through your mentor's account. We also recommend that you keep a simple record of mentor meetings as part of your statutory induction. A format for this can be found in the Appropriate Body Handbook and on ECT Manager in the 'Resources' section.

Each half term, you will:



Complete all the relevant **self-directed studies and mentor sessions** as outlined above.



Attend a three-hour (Year One) or two-hour (Year Two) **face-to-face facilitated training session** with your facilitator.



Complete an End of Module Completion Form. It is vital that you complete this form as part of your engagement, as it provides an opportunity to provide helpful feedback to UCL and us as a Hub so we can continue to improve your experience as an ECT.

Each week we issue an **Early Career Framework bulletin**. This will include links to the relevant page on UCL Extend for that week – you simply need to find the page relevant to your year and stage of induction.

However, once you are familiar with UCL Extend, the platform is intuitive. To get you started, use the guide below to help you find the weekly ECF resources you need.

Step One

Log in to UCL Extend using the details provided by our team.



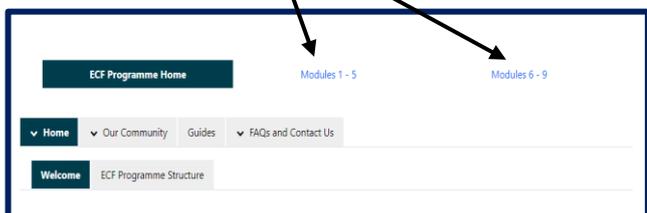
Step Two

Click on the 'Course Overview' button.



Step Three

Select the relevant tab for your stage in the programme: Year One ECT - Modules One to Five; Year Two ECT - Modules Six to Nine.



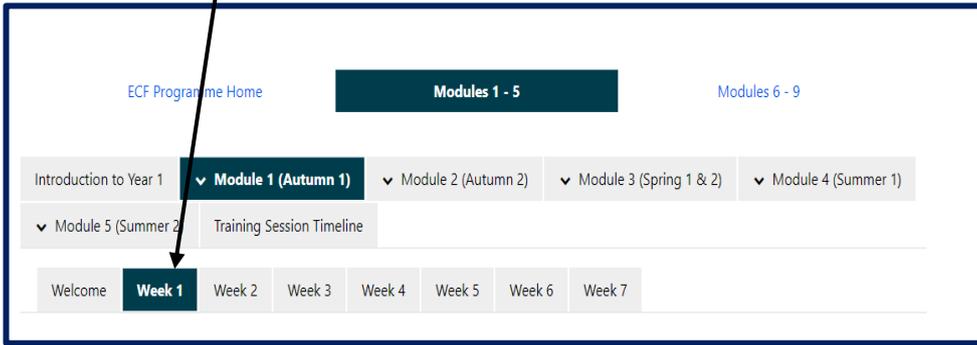
Step Four

Select the relevant module tab (i.e., Module One if you are starting your training).



Step Five

Select the relevant week for the module.



If you are a non-standard starter i.e., starting in January or April, the weeks may not correspond exactly with the length of the term, so please complete the tasks as best you can and use your professional judgement.

Step Six

If you are completing the ECT self-directed study, click on the link to the resources. Follow the instructions and complete the tasks as indicated.

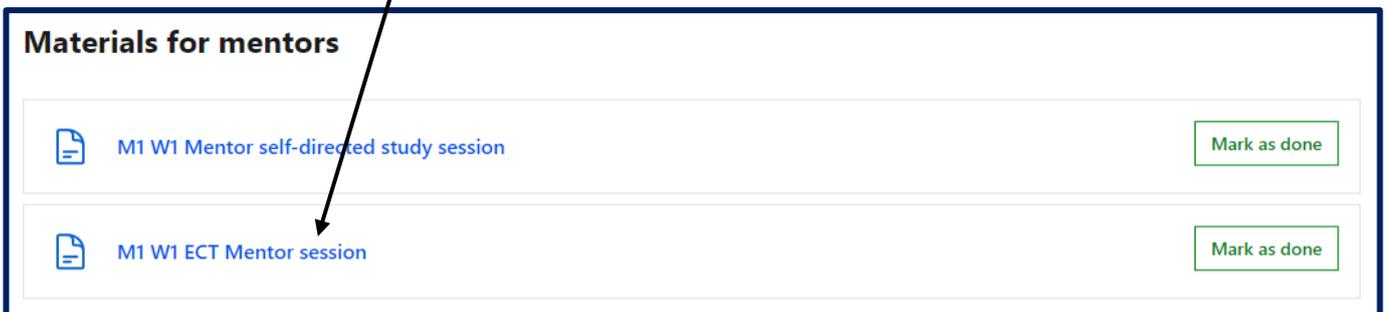


Once you have completed the training, tick the box to indicate this. This registers your engagement with UCL.



Step Seven

If you are having a mentor session, your mentor will login and follow the mentor session materials.



Step Eight

Once you have completed the session, your mentor will tick the box to indicate this. This registers your engagement with UCL.



AS A MENTOR, HOW DO I ENGAGE WITH THE ECF USING UCL EXTEND?

East Manchester Teaching School Hub facilitates the delivery of the ECF which is accessed via UCL's digital platform **UCL Extend**.

You will receive login details for UCL Extend once you have been signed up to the DfE portal (the Induction Tutor in your school will do this on your behalf).

If your access to UCL Extend takes a while to come through at the start of the programme, you can access the resources you need for [Module One here \(Year One\)](#) and for [Module Six here \(Year Two\)](#).

Each week (Year One) or fortnight (Year Two) as applicable, you will:



Access UCL Extend.



Complete the **self-directed study**. To do this, you can read the materials and complete the activities, listen to the audio version of the materials and complete the activities, or access the reduced version if you are struggling. **There is ONE self-directed study per half term for mentors.**



Once you have completed the self-directed study, remember to **click the button to indicate that you have finished.**



Meet with your ECT. There is a mentor session structure to follow which should be accessed through your account. We also recommend that you keep a simple record of mentor meetings as part of your ECT's statutory induction. A format for this can be found in the Appropriate Body Handbook and on ECT Manager in the 'Resources' section.

Each half term, you will:



Complete all the relevant **self-directed studies and mentor sessions** as outlined above.



Attend a mentor training session. **There will be ONE conference at the start of the year which will cover a significant amount of your mentor training.** Later training is to be confirmed.



Complete an **End of Module Completion Form**. It is vital that you complete this form as part of your engagement, and it provides an opportunity to provide helpful feedback to UCL and us as a Hub so we can continue to improve your experience as a mentor.

Each week we issue an **Early Career Framework bulletin**. This will include links to the relevant page on UCL Extend for that week – you simply need to find the page relevant to your ECT’s year and stage of induction.

However, once you are familiar with UCL Extend, the platform is intuitive. To get you started, use the guide below to help you find the weekly ECF resources you need.

Step One

Log in to UCL Extend using the details provided by our team.



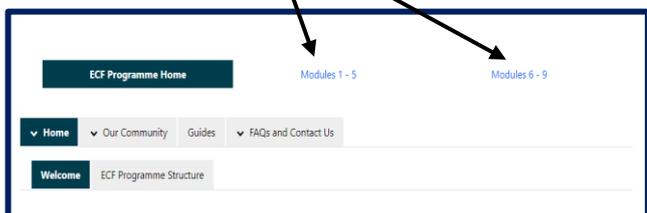
Step Two

Click on the ‘Course Overview’ button.



Step Three

Select the relevant tab for your stage in the programme: Year One ECT mentor - Modules One to Five; Year Two ECT mentor- Modules Six to Nine.



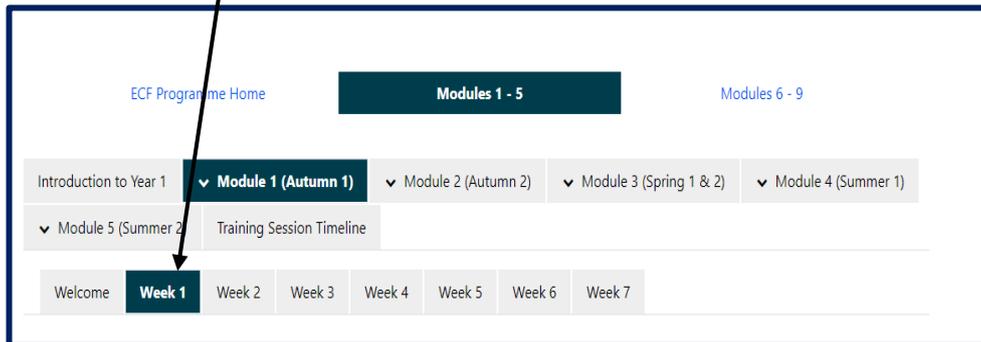
Step Four

Select the relevant module tab (i.e., Module One if you and your ECT are starting your training).



Step Five

Select the relevant week for the module.



If you are a non-standard ECT mentor i.e., starting in January or April, the weeks may not correspond exactly with the length of the term, so please complete the tasks as best you can and use your professional judgement.

Step Six

If you are completing the mentor self-directed study, click on the link to the resources. Follow the instructions and complete the tasks as indicated.



Once you have completed the training, tick the box to indicate this. This registers your engagement with UCL.



Step Seven

If you are having a mentor session, login to your account and follow the mentor session materials.



Step Eight

Once you have completed the session, tick the box to indicate this. This registers your engagement with UCL.



AS A MENTOR, HOW CAN I SUPPORT MY ECT?



Your role as a mentor is to support your ECT through their statutory induction and the ECF programme. This support should be non-judgemental, developmental and collaborative. Mentors are cited by ECTs as having the most significant impact on them as a new teacher, so the importance of this role cannot be underestimated.

To support your ECT, you can:

- 1) Complete the UCL Extend mentor self-directed study and attend training with EMTSH. This is designed to support your professional development and help you be the most effective mentor you can be according to the best research available.
- 2) Be there for your ECT whilst being mindful of your own workload. Make sure your ECT is aware of policies and procedures pertinent to your setting and answer the questions they have. They will become more independent and autonomous overtime so don't be afraid to encourage them to discover solutions for themselves too. If you are concerned about your ECT, speak to the Induction Tutor in your school.
- 3) Ensure that you have your weekly mentor meeting. This should happen in school hours. If this isn't happening, speak to your Induction Tutor. If you are unsure what mentor meetings should look like, watch the videos below. This will give you an idea of how to approach the material on UCL Extend.
 - [Mentor Session Example One](#)
 - [Mentor Session Example Two](#)
- 4) Remember that **you can observe** your ECT. Under the new framework, you are no longer the person observing the ECT formally i.e. you **do not** complete formal lesson observations or write progress reviews or assessments – this is the role of the Induction Tutor. However, you can observe your ECT for developmental purposes. You may, for example, go and observe the first ten minutes of their lesson to feedback on their use of routines and have a developmental conversation about their possible next steps and provide guidance during your next mentor meeting.

- 5) Reinforce that, as teachers, we are ALWAYS learning regardless of how long we have been in the classroom! The ECF is designed so that ECTs return to the pedagogy explored in their ITT year. This is deliberate. They should reflect on and refine their practice in their new context, and it's important that you emphasise this as a mentor. You can guide the ECT to continue developing the skills they are good at and focus more on the areas of the ECF where they need more development and experience using the module audits at the start of each half term.
- 6) Finally, enjoy it! Being a mentor is great for your own professional development. The benefits include:
- Continuous engagement with the latest research and thinking in education.
 - Collaborative learning with your ECT, which may influence your own teaching practice.
 - Developing skills in teacher development which may support a middle leadership or senior leadership role or aspiration.
 - The opportunity to network with other colleagues.
 - Improving the outcomes for new teachers and, therefore, pupils!

HOW DO I MAKE THE UCL ECF SELF-DIRECTED STUDIES RELEVANT TO MY OR MY ECT'S PRACTICE?

As part of the self-directed study on UCL Extend, scenarios are provided to exemplify the ECF strand being explored each week. These scenarios may not be based in your subject, phase, or context specifically; however, they are designed to prompt thinking and discussion about your own **pedagogy**. This can be complex to elicit if your classroom experience is different.

The guide below demonstrates how you can use the scenarios and explore them in light of your own subject, phase or context.

For each part of the scenario, consider what aspect of **pedagogy** is being explored i.e., if the scenario explores effective **retrieval practice**, think about how you do this in your own teaching. Do you use the same strategies mentioned in the scenario? Could you try them? Would you question their effectiveness and, if so, why? If you are a primary teacher, what does effective retrieval look like in your classroom? Is there a way to adapt the strategy in the scenario to meet the needs of your class?

The scenario example below is from Module Three, Week Five and is about 'Collaborative Classroom Talk'. When addressing the scenarios in different modules, you will need to consider different questions to ask of your own practice depending on the particular focus that week.

Module Three: Developing Quality Pedagogy
Week Five

Collaborative Classroom Talk: Year 11 Geography

In Sarah's Year 11 geography lesson, she wanted her pupils to think hard about different economic and social measures of development (gross national income (GNI) per head, birth and death rates, infant mortality, life expectancy, people per doctor, literacy rates, access to safe water, Human Development Index (HDI)) and the limitations of using these economic and social measures.

For your own context, consider:

- Choose a class, subject area, or key skill you would like to focus on. Think about a class or subject area where you have been unsure about how to structure collaborative talk and/or haven't tried it yet as a strategy.
- What do you want pupils to think hard about? What are the key concepts in the topic you are exploring?
- What key vocabulary do pupils need to know for this topic? Why is this vocabulary particularly important? Do they already know this? Have you taught it explicitly? Have you included this vocabulary in your retrieval activities or questioning?

The class contains 25 mixed-attainment pupils. The teacher has been trying to encourage effective collaborative talk throughout a range of different tasks during the year.

For your own context, consider:

- What is the attainment level in your class? High, mixed, low? How is your seating plan arranged? Are pupils seated to support collaborative talk i.e., are lower attaining pupils sat with a higher attaining and supportive peer?
- Have you used any specific strategies for collaborative talk? How effective was this? If you haven't used it, have you avoided it for any particular reason i.e., behavioural issues in the class?

How might Sarah make use of the strategies in this summary?

Collaborative learning and dialogue are both effective ways of developing pupils' learning at different stages but are particularly helpful in supporting your pupils with practice. The evidence also highlights the importance of explicitly teaching and supporting both collaborative learning and **classroom talk**.

Collaborative learning involves pupils working together, in pairs or small groups, where everyone can participate on a collective activity. This may involve each pupil taking responsibility for a part of the activity or all pupils working together on the same activity. The impact of collaborative learning approaches is typically positive, but studies find a wide range of effects. This suggests that it is important to consider how to do it most effectively.

To help you to establish **collaborative learning**, which is effective and efficient, you should:

- provide **support and practice** – effective collaborative learning requires more than just asking pupils to work together (e.g. explicitly teach routines and expectations, and repeat these each time you ask your pupils to work collaboratively)

For your own context, consider: How do you model other expectations i.e., how pupils line up to enter the classroom? How could you model effective collaborative learning i.e., modelling this with another, more confident pupil; giving clear visual and written instructions; using a timer to control the length of talk.

Try one new strategy and embed this over a half term and then combine this with something else. For example, pupils could try a 'Rally Coach' activity where they help to evaluate and improve each other's work i.e., writing a specific type of sentence or creating a model, and then you could continue this in the following term by using group work to collaborate on creating a longer piece of writing, working out the stages of an equation, or completing an experiment.

- **carefully design tasks** – collaborative learning will be ineffective if tasks are not designed so that pupils can work together effectively and efficiently. If this is not done, some pupils may opt to try and work alone (e.g. provide specific roles and responsibilities; rotate these so that the same pupils don't get type-cast in the same roles; to avoid drifting off task, be strict on timing and clear about expected outcomes)

For your own context, consider: Have you used a timer to guide collaborative talk? Was this effective? Why? Why not? How could you make your instructions more specific i.e., do you need to add visual prompts or spend more time modelling this? If you assign roles to pupils in a group task, have you provided specific instructions about their role?

- **carefully group pupils** – one of the benefits of collaborative learning is that pupils of different attainment levels can benefit from working with each other. Give consideration to the impact of specific grouping on behaviour and motivation (e.g. before grouping by friendship, ask yourself if this is likely to help or hinder their work)

For your own context, consider: How is your seating plan arranged? Could it be altered to place pupils with a supportive peer? Can you adapt tasks so that different levels of challenge are embedded? For example, there is a challenging task for all pupils to complete as a minimum i.e., an answer which includes at least four tier three words specific to the topic, with an additional criteria to support the answer with evidence from a text or source, for example, which adds more stretch and challenge to the task for higher attaining pupils.

- **use competition purposefully** – competition can be an effective way of enhancing collaborative learning. However, it is not essential and it is likely to be unhelpful if competition becomes a distraction from the intended learning. (Carefully monitoring the impact of competition is likely to be useful: not all pupils respond positively to competition.)

For your own context, consider: Have you used any competitive elements in your lessons? Has this been effective? Why? Why not? Can you think of an appropriate time in your lesson when you could use some type of competition? Do you think this would work for the pupils in your class or would it prove to be demotivating?

Which of these strategies might Sarah consider essential for her geography class, and which might she think are desirable? Which might she avoid?

For your own context, consider: what is essential for your class and what is desirable? Do you need to prioritise effective paired work for the moment and build up to group work? Do you think the opportunity for more collaborative group work would benefit your class, but do you need to make this more structured?

Classroom talk refers to the use of vocabulary and the quality of discussion by pupils as well as teachers. Encouraging pupils to use specific vocabulary and terminology during discussion in class helps to normalise and embed new words and improve **the development of deep understanding**. It broadens pupils' vocabulary and helps them to articulate high-level ideas. Spoken language underpins both reading and writing development. **Quality pupil talk** positively affects academic attainment across the curriculum and children's social and emotional development.

To help develop quality classroom talk, you should:

- carefully consider how ground rules and pupil reflection can help **build a supportive environment for talk** (e.g. by agreeing on class rules for talk and keeping them on display)

For your context, consider: do you have a display like this? Is it something you can create? Would this work in your subject? Do any other colleagues have something you could use and/or adapt for your classroom?

- create **shared expectations and routines**, such as listening to and respecting everyone, to support high-quality classroom talk. (E.g. introducing specific frameworks and approaches that pupils can use to guide their talk. This may be as simple as providing specialist vocabulary or sentence stems to develop pupils' thinking.)

For your context, consider: What sentence stems would you like pupils to use when discussing the topic? How will you get them to use them explicitly? Once you have designed them, keep coming back to them to embed good practice. Think about what pupils will need to write eventually – can you incorporate these structures and vocabulary into their collaborative discussion?

- **model** polite, constructive talk by insisting on rules for turn-taking (This can be more than 'hands up' – for example, it could include handovers such as 'I agree with Sara because...I would like to challenge what Sami said...')

For your context, consider: how would you need to start this process? Do you need to model this to the whole class? Do you need to spend a significant amount of time working on this in pairs before using group work? How can you use non-verbal signals and body language to support this communication?

What Sarah did with her year 11 geographers - Sarah explains her thinking

'I have been trying to encourage effective **collaborative talk** throughout a range of different tasks during the year. In GCSE geography, it's a great way to get pupils to articulate the key ideas, consolidate their understanding and extend their vocabulary, because they have to explain their thinking to their peers.

For your own context, consider:

- In your phase, class, or subject, is collaborative talk a useful strategy? Why? Why not?
- Have you tried it? Has it worked? Why? Why not?

'Mine is a mixed-attainment group; I have to pay close attention to the impact my groupings have on pupil attainment, their behaviour and motivation. I have a couple of pupils with tricky behaviour in there: they respond much better when they are familiar with routines. So, at the start of the year, I set up a system of grouping pupils into one of five 'home' and 'away' discussion groups. The 5 'home' groups were named after continents, and the 'away' groups were named after ecosystems. The pupils had their 'home' and 'away' group name written on the front of their file. The 'home' groups were mixed attainment groups, whereas the 'away' groups were based on prior attainment levels. In order to do this, I also had to take into account the pupils' prior knowledge of the topic. The pupils feel a sense of responsibility towards their groups, which I occasionally reinforce with competition. I am certain this has boosted their intrinsic motivation.

For your own context, consider:

- Is your class mixed attainment? (Remember, even if you have a high attaining set, there will still be a variation in ability to consider, so you will still need to scaffold tasks and then reduce this over time).
- Do you have any particularly tricky pupils in your class? Have you used any specific strategies with them to help them focus i.e., seating them in a particular place?
- Do you have specific groups established already based on attainment? In primary, do you change table groupings for different subjects? If so, how have you managed this? Do you use these frequently, so pupils have a shared identity? In secondary and post-16 have you/can you create groups within each class, or do you change this each time? If your classroom is set up in rows, can you seat pupils so that groups are easily established to minimise disruption to learning?
- How do you assess prior knowledge? Do you adapt or create groups based on this when moving between different subjects and topics? Would this work in your phase or subject area?
- Have you used competition to enhance motivation? Do you think this would work with your class?

'I never do **collaborative work** just for the sake of it: it must always be about **thinking harder about and achieving a deeper understanding** of the subject and the exam. For this, they need **guidance, support and practice**. So, in the first stage of the lesson on different economic and social measures of development, pupils worked in 'home' groups. They were given a range of keywords, definitions and pictures which exemplified the core concepts of the lesson. Once they had developed their understanding of these concepts, I questioned the different groups about each measure of development to further **embed their understanding**. In the second phase of the lesson I told them to move into their away groups. At this point I gave a series of **differentiated questions** set to **challenge the different prior attainment groups** in the class. In the final stages of the lesson, I asked them to create their own 'best' measure of development.

For your own context, consider:

- When would it be helpful to use collaborative work in your class? What concepts do they need to think hard about? How will you introduce these concepts?
- What different types of collaborative talk could you do to move learning forward?
- How do you support pupils to retrieve prior knowledge about key concepts or introduce them as part of collaborative work?
- Do you plan questions to assess pupils' understanding of the key concept being explored? How can you target these questions to ensure you are meeting the needs of different pupils?
- How do you draw the thread of the lesson together? Does the collaborative work feed into an individual task during which you can start to identify misconceptions?

For your context, consider **the pedagogy being referenced below**. For example, where this scenario mentions retrieving prior knowledge, how do you do this in your lessons? Does this look different when you teach different subjects in primary, or different age groups in secondary?

Ben, an A-Level history teacher, shares another approach to high-quality group talk

The issue: In A-Level history, pupils are required to make judgements about the validity of general statements and the claims of other historians. My Year 12s were preparing for an essay answering the question “Was Henry VIII’s foreign policy from 1509-1527 a success?”

How he **grouped them**: I put pupils into groups of mixed ability based on how they had tackled their previous essay. Person 1 in each group had the weakest skills in this area, Person 4 had the strongest.

Consider: How could you use prior data on your class to group them?

We used the following **scaffold to structure discussion**.

‘What would “success” look like for Henry VIII in terms of his foreign policy 1509–1527?’

- 1 – Suggest a definition for success.
- 2 – Ask a question about the definition – Person 1 should respond to your question.
- 3 – Suggest a change to the definition in the light of this discussion.
- 4 – Ask a further question about the definition and then draft a final definition which the whole group should then agree before all writing down an answer.

Consider: Think of a task you would do in your class or subject that would allow pupils to work as shown above. This could be drafting particular sentences, crafting part of an answer to a longer question or working out the stages in an equation or experiment.

How he **modelled** group talk: As this was a skill that was not yet totally embedded with this class, I had already **scripted an exemplar discussion** using a similar question about 'Henry VII's foreign policy' and we modelled this with one of the groups. This helped to **re-activate prior knowledge**, provided some guidance about the types of comments that could be made and gave **additional support** to pupils who were not confident about the process.

Consider: how could you recap prior knowledge with your class in preparation for group work? Are there any pupils in your class that could help you to model the collaborative activity?

Why it was successful: The success of the essay would rely on pupils understanding the different concepts involved in this task. It doesn't focus specifically on knowledge - although a different task could - as this will be the next stage in the process (having defined success – was it actually a success?). (4.7.)

By using the 1–4 approach and assigning different tasks or roles to each number it was possible to provide **relevant challenge and support for each pupil based on their prior attainment**. (4.10) This grouping was carefully assigned based on **prior assessment** and a **secure knowledge of pupil ability** in relation to this particular skill. (4o)

Consider: what 'data' can you use to help you group pupils? How can you make use of: whole school target data, your observations in lessons, written work that you have seen in class, summative assessments, conversations that you have engaged in with the pupil, SEND information?

Providing a **scaffold** for discussion meant that all pupils were clear about their role in the discussion and it was clear that all pupils had a key role to play in the success of the activity. (4.9) Once pupils are confident with this approach (as a result of **opportunities to practise**) then it may not be necessary to include the **worked examples** as part of the set-up and ultimately, pupils should be able to have these discussions without using the **scaffold**.

In addition to ensuring that all pupils were involved, **this scaffold and the modelled approach** increased the quality of discussion and the rigour of the dialogue as pupils were able to **question, challenge assumptions and re-frame** in the light of other people's input. (4p)

Consider: what other processes have you modelled that have worked effectively in lessons? Have they been ineffective? If so, why? Did you model too quickly? Did you break down the concept or skill sufficiently? Have you only modelled the process once? Did pupils have the opportunity to practice? Learning from this experience, how could/would you adapt your practice to support collaborative work? How will you address any misconceptions?

HOW DO FACILITATED TRAINING SESSIONS WORK?



As well as completing your weekly or fortnightly self-directed study and mentor sessions, ECTs will also attend a facilitated training session once per half term. Mentors will attend a central conference at the start of the academic year, and further training will be confirmed.

Facilitated training sessions provide the opportunity to:

- Explore the ECF in more depth and develop your practice as an ECT or mentor.
- Learn from an experienced colleague.
- Network and build professional relationships with other colleagues.

Year One ECTs

- You will attend one training session per half term. The first training session will be with the leadership team from EMTSH at a central conference.
- The training sessions will be face-to-face.
- The sessions will last for three hours (1.30-4.30pm).
- The sessions will be facilitated by an experienced colleague.
- You will be clustered (as far as possible) according to your phase or subject specialism, and your school's geographical location.

Year Two ECTs

- You will attend one training session per half term until Spring Two. There are no facilitated training sessions for Module Eight Part (iii) or Module Nine. The first training session will be with the leadership team from EMTSH at a central conference.
- The training sessions will be face-to-face.
- The sessions will last for two hours (2-4pm).
- The sessions will be facilitated by an experienced colleague.
- You will be clustered (as far as possible) according to your phase or subject specialism, and your school's geographical location.

ECTs and Mentors

- Facilitated training sessions are a compulsory part of your engagement with the ECF and will be monitored as your attendance is directly linked to the funding your school receives.
- The EMTSH team will email you the dates of your facilitated training sessions once clusters have been finalised. If there are any dates you can't attend due to a pre-planned school event i.e., a parents' evening please let us know and we will find another session for you to attend.
- Following each training session, your facilitator will email you the resources so you can reflect on these further.
- If you are unable to attend a training session, **you are required to watch a recording on UCL Extend within three weeks of the training session** to register your engagement.

What do I do if I can't attend a facilitated training session?

You MUST inform us that you can't attend. Please see the diagram on page 16 for further information.

WHAT DO I DO IF I AM STRUGGLING TO COMPLETE THE ECF?

UCL and EMTSH are committed to protecting your wellbeing. Being an ECT or mentor can feel overwhelming. Whilst it's fundamental to remember that **ALL** aspects of the Early Career Framework must be covered during your induction, the UCL programme is designed to be flexible.

UCL recommend the following to support a more flexible approach:

What happens if an ECT is struggling to keep up with the programme?

We recognise that sometimes - with the agreement of their headteacher, Induction Tutor and Delivery Partner - an ECT will need a more flexible approach. This may be because they have had a period of enforced absence, or they have been advised by their Appropriate Body to reduce the amount of time they spend on the ECF. Our flexible programme comprises the Reduced Modules Summary Guides for modules 1-5 and recordings of all training events in Year 1. You can find these in the Welcome section of each module (1 -5). We remind you that Year 1 is when ECTs are expected to address all of the ECF statements.

How can we ensure that the programme does not add to ECTs' workload?

We give participants a choice about how they access materials. You may choose to study them online or download a copy. It is also possible to listen to our research and practice summaries rather than read them. There are no assessments or quizzes at the end of self-study sessions, and we encourage participants to tailor the session according to their needs by spending longer on the activities that are more relevant to them and quickly reviewing the ones that are less so. It is as simple as Review/ Tailor/ Tick! You should never go over the hour allocated. This is a busy professional development programme and mentors, and Induction Tutors should monitor their ECTs' engagement to ensure they are keeping up with it, without allowing it to become overly burdensome.

Do ECTs have to complete all the activities in the programme? What if they feel that some are not appropriate for them or they have done them before in their ITE year?

It is a statutory requirement that all ECTs engage in a 2-year programme of professional development based on the Early Career Framework. Therefore, it is important that all participants complete all the activities and engage in all training sessions. The ECF Programme is a generic programme and ECTs should expect to revisit research from their ITE year; however, their focus should be on how they can apply it discerningly to their classrooms, and this certainly will be a new challenge. The Teaching Standards are something that all teachers are expected come back to throughout their career, improving their mastery of them each time. Nevertheless, we do recognise that ECTs on our programme come from different ITE routes, work in a range of contexts and have different strengths and weaknesses. Therefore, we have built flexibility into our programme to make sure participants can tailor each activity to their needs. These are outlined in our Wellbeing Charter where we make 10 pledges to all our participants.

How can we control the workload of the mentors?

We have prepared all the mentoring resources, so the mentor does not have to. Reading or listening to the research and practice summaries (about 10 minutes long) and scanning the activities will usually be enough to prepare them for their mentor meeting. Time is built in each half term to the mentor's self-directed study for them to read ahead in the module and identify those areas they, or their ECT, are likely to need to focus more attention on. Induction Tutors should ensure that high-quality mentoring based on the ECF is taking place, and that mentors are themselves engaging in their own professional development.

If you would like more information about how to use the programme flexibly, you can access UCL's [Frequently Asked Questions page](#).

HOW DO I COMPLETE THE ECF IF I WORK PART-TIME?

If you work part-time, there are different options to consider when completing the Early Career Framework Programme.

You could:

- Complete the ECF programme on a part-time basis. This would involve treating each 'week' on UCL Extend as two weeks and completing the self-directed studies and mentor sessions when you have your allocated ECT time; however, this would mean that the programme takes longer to complete, and the facilitated sessions may not link directly to the focus for that term, so you will need to watch the recordings on UCL Extend. There are flexible materials on UCL Extend to support you in this instance.
- Complete the ECF programme on a full-time basis by completing the weekly tasks as directed on UCL Extend and attending the facilitated sessions where possible or watching the recording in an appropriate time frame (ideally within three weeks of the scheduled session). However, this may mean that you complete the ECF before the end of your statutory induction. *

*Please note: Engaging with the ECF programme is part of your entitlement as an ECT. However, the ECF is NOT assessed. Therefore, if you complete the ECF programme on a full-time basis whilst working part time (i.e., if you were working 0.5) you could complete this in the equivalent of two years, but your statutory induction would take four years **unless a reduction was agreed with your Induction Tutor and the Appropriate Body**. You will NOT be a fully qualified teacher until you have completed all assessment periods, and this has been approved by the Appropriate Body.

Induction Tutors

What do I need to do if I have a part-time ECT?

When registering ECTs who are contracted for part time hours (anything less than FTE 1.0) this should be clearly **indicated on the registration form** along with the **end date** if it is a **temporary contract**. The accuracy of the FTE is essential to ensure that the ECT completes the correct number of weeks for their statutory induction and that their **formal assessments are completed at the end of the term equivalent to one and/or two years full time**.

Any changes to the ECT's contract and FTE should be changed immediately to ensure the number of weeks induction are reflected accurately. **Failure to notify your Appropriate Body or make changes on ECT Manager may result in the ECT having to complete a longer period on Induction than needed.**

What happens if I need to take parental leave?

MATERNITY LEAVE

Statutory maternity leave is 52 weeks. This is made up of 26 weeks of 'Ordinary Maternity Leave' and 26 weeks of 'Additional Maternity Leave'. Please see the government website [here](#) for more information.

What do I need to do if I am going on maternity leave?

Early Career Framework

- Contact the team at East Manchester Teaching School Hub and we will defer your completion of the ECF programme until you return. We will inform UCL who will temporarily suspend your access to UCL Extend. When you return, let us know and we will arrange for your account to be reactivated.
- Speak to your Induction Tutor regarding your assessed statutory induction.

How do I manage my engagement with the ECF programme if I go on maternity leave?

- If you go on maternity leave, we recommend that you continue with the programme and your induction as normal until your maternity leave starts. If you are due to start your maternity leave mid-way through a half term or at the half term point of a longer module (Module Three or Module Eight, for example) we would recommend following the programme as normal until you finish, which should then be completed when you return using the reduced, flexible materials on UCL Extend to ensure you have covered all the relevant ECF standards for that module.
- When you return from maternity leave, you will continue with the programme with the next relevant module and complete the weekly self-directed study tasks and mentor sessions as normal.
- As you will be at a different point in the programme to the other ECTs in your original cluster, when you return, we will re-cluster you into an appropriate group. Again, **please let our team know when you plan to return**, and we will send you a list of updated dates for your facilitated sessions.

If I return part-time, how do I continue to engage with the ECF programme?

Early Career Framework

If you return part-time, there are different options to consider. You could:

- Complete the ECF programme on a part-time basis. This would involve treating each 'week' on UCL Extend as two weeks and completing the self-directed studies and mentor sessions when you have your allocated ECT time; however, this would mean that the programme takes longer to complete, and the facilitated sessions may not link directly to the focus for that term, so you will need to watch the recordings on UCL Extend. There are flexible materials on UCL Extend to support you in this instance.
- Complete the ECF programme on a full-time basis by completing the weekly tasks as directed on UCL Extend and attending the facilitated sessions where possible or watching the recording in an appropriate time frame (ideally within three weeks of the scheduled session). However, this may mean that you complete the ECF before the end of your statutory induction. *
- Speak to your Induction Tutor regarding completion of statutory induction.

*Please note: Engaging with the ECF programme is part of your entitlement as an ECT. However, the ECF is NOT assessed. Therefore, if you can complete the ECF programme on a full-time basis whilst working part time (i.e., if you were working 0.5) you could complete this in the equivalent of two years, but your statutory induction would take four years **unless a reduction was agreed with your Induction Tutor and the Appropriate Body**. You will NOT be a fully qualified teacher until you have completed all assessment periods, and this has been approved by the Appropriate Body.

PATERNITY LEAVE

You are entitled to two consecutive weeks of paternity leave following the birth of your baby. Please see the government website [here](#) for more information.

What do I need to do if I am on paternity leave?

Early Career Framework

You will continue to engage with the ECF as normal until you start your paternity leave. Once you return, you will need to catch up with any session missed. You can use the flexible programme on UCL Extend in this instance. If you miss any facilitated sessions whilst you are on leave, please watch the recording on UCL Extend in an appropriate timeframe.

Appropriate Body – Statutory Induction

Paternity leave is not classed as an absence. Therefore, you will continue your induction as normal when you return.

Please note: If you decide to take Shared Parental Leave (please see the government website [here](#) for more information), please refer to the advice under 'Maternity Leave'. If you feel this advice is not suitable, please contact us and we will advise you on an individual basis.

What happens if I have a long-term absence?

Early Career Framework

Contact the team at East Manchester Teaching School Hub and we will **defer your completion** of the programme until you return. We will inform UCL who will temporarily suspend your access to UCL Extend. When you return, let us know and we will arrange for your account to be reactivated.

When you return to work you should start to access the module materials that you were completing when your long-term absence began. There are **reduced, flexible materials** on UCL Extend which ensure you have covered all the relevant ECF standards for that module, that would be beneficial to use in this instance. If you contact our team, we will reassign you to a relevant cluster for your facilitated sessions and/or direct you to the relevant UCL Extend recordings for the facilitated sessions you have missed so you can then re-join your original cluster.

AS AN INDUCTION TUTOR, WHAT IS MY ROLE IN THE ECF?

Whilst the ECF is not assessed, it underpins statutory induction and is every ECTs' entitlement. Engagement with the ECF is linked to the funding your school receives.

As an Induction Tutor, it is your responsibility to ensure:



ECT(s) and mentor(s) have been allocated the appropriate amount of additional time for ECF CPD and mentor sessions as outlined by UCL and in the [Appropriate Body Guidance](#).



All mentor(s) are suitably qualified and appropriate to support their ECT – ideally – through both years of statutory induction and ECF study (we appreciate that this isn't always possible).



The ECT(s) and mentor(s) in your school are completing the weekly tasks on UCL Extend as scheduled.



The ECT(s) and mentors(s) are meeting every week or fortnight as applicable and within working hours.



The ECT(s) and mentor(s) are given cover to attend facilitated training sessions. All dates will be shared with you once clusters have been allocated. We will endeavour to minimise the impact on your school if you have multiple ECTs and mentors.



The ECT(s) and mentor(s) have attended facilitated training sessions. If they fail to attend without apology, once we have contacted the ECT, we will contact you. We ask that you follow this up with the ECT if the reason they have not attended is inappropriate. They must inform us, and you if they can't attend and watch a recording on UCL Extend within three weeks of the session to register their engagement.



The wellbeing of the ECT(s) and mentor(s) is protected and that they – and you - seek help where needed. We are here to help in any way we can.

Remember that we are here to help!

Contact us at any time.

We look forward to supporting you on your journey with the Early Career Framework!



[Help Centre](#)



[Website](#)



Email

ecf@eastmanchesterteachinghub.com



Phone

0161 624 1484



East Manchester
Teaching School Hub