

Early Career Framework on a Page

INDUCTION TUTORS

What is the Early Career Framework?

The **Early Career Framework (ECF)** is a fully funded entitlement to a structured two-year package of high-quality professional development at the start of a teaching career. The ECF is part of the statutory entitlement for Early Career Teachers (ECTs).

The ECF is the evidence base which underpins the training curriculum and entitlement for ECTs. It sets out what they should learn about and learn how to do, during the first two years of their career and builds upon their Initial Teacher Training as part of a spiral curriculum.

East Manchester Teaching School Hub work in partnership with **University College London** to deliver the ECF Programme.

What is my role as an Induction Tutor?

An Induction Tutor's role is to complete formal observations of an ECT's lessons and complete their progress reviews and formal assessments, which are then submitted to our Appropriate Body.

You will be in a 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).

An Induction Tutor is the point of contact in school if ECTs or mentors have any wider concerns about the ECF programme or their induction.

You can find all the guidance you need to be an effective Induction Tutor on our website here: [East Manchester Teaching School Hub Appropriate Body](#).

The UCL ECF Programme



As an Induction Tutor, you will have access to UCL Extend so you can see what your ECTs and mentors should be engaging with on a weekly basis. Part of your role is to monitor if and how they are engaging with this programme through your professional dialogue. If you would like any specific data on engagement, you can contact us using the details below. Please note the difference in the schedule for September, January and April ECTs and mentors.

Module Year One: Module One to Five; Year Two Modules Six to Nine	Training Schedule		
	September ECTs	January ECTs	April ECTs
YEAR ONE			
Module One: Enabling Pupil Learning (ECF1 and ECF7)	Autumn 1	Spring 1	Autumn 1
Module Two: Engaging Pupils in Learning (ECF2 and ECF3)	Autumn 2	Spring 2	Autumn 2
Module Three: Developing Quality Pedagogy (ECF4 and ECF5)	Spring 1&2	Summer 1&2	Spring 1&2
Module Four: Making Productive Use of Assessment (ECF6)	Summer 1	Autumn 1	Summer 1
Module Five: Fulfilling Professional Responsibilities (ECF8)	Summer 1	Autumn 2	Summer 2
YEAR TWO			
Module Six: Inquiring into Pupil Learning (Revisiting ECF1 and ECF7)	Autumn 1	Spring 1	Autumn 1
Module Seven: Inquiring into Engaging Pupils in Learning (Revisiting ECF2 and ECF3)	Autumn 2	Spring 2	Autumn 2
Module Eight: Developing Quality Pedagogy and Making Productive Use of Assessment (Revisiting ECF4, 5, and 6)	Spring & Summer 1	Summer & Autumn 1	Spring & Summer 1
Module Nine: Fulfilling Professional Responsibilities (Revisiting ECF8)	Summer 2	Autumn 2	Summer 2 <small>(At start of induction – prior to starting Module One)</small>

What do ECTs and mentors have to do each half term?

Each half term your ECTs and mentors will engage with...



Self-directed Study*



Mentor Sessions



A training session with EMTSH**



End of Module Completion Form

(*Only one per half term for mentors; **One per half term for ECTs, and one conference plus on online touchpoint for mentors. Details to be shared as applicable)

What do ECTs and mentors have to do for self-directed study and mentor sessions?

Self-directed Studies

- ✓ Explore the self-directed materials scheduled on UCL Extend.
- ✓ Listen to the audio version if this is helpful.
- ✓ Engage with the activities but select these based on what is most pertinent their needs, experience and context.
- ✓ Remember to click 'Mark as Done' to register their engagement.

Mentor Sessions

- ✓ Access the mentor session through the mentor's UCL Extend account and click 'Mark as Done' at the end of the session.
- ✓ Engage with the activities in the mentor session but select these based on what is most pertinent to the ECT's needs and experience, and the school's context.
- ✓ Look ahead in the materials to focus on what you think will be most helpful to the ECT i.e., they might want to look ahead to the session about engaging with parents if there is a parents' evening coming up soon.

Please note that if you have a mentor who has already completed the ECF programme, they no longer need to complete the mentor self-directed studies or attend training sessions. They will still have access to UCL Extend so they can use the mentor session materials with their ECT. If the circumstances are more complex, please contact us.

How do facilitated training sessions work?

ECTs will attend ONE training session per half term in Year One (1.30-4.30pm); they will attend ONE per half term in Year Two (2-4pm) in Autumn and Spring. All details are on our website [here](#). If they are unable to attend, we will try to offer them an alternative date, or they need to engage with a UCL recording of the session within three weeks.

Mentors will attend a conference in July or September to receive their training for the year. This will be followed by an online touchpoint later in the year. Details will be communicated as applicable.

What is my role as an Induction Tutor?

- Ensure ECTs and mentors are aware of the training dates and secure cover for ECTs and mentors to attend training.
- If ECTs fail to attend the sessions, after giving them due time to engage with a UCL recording, we will contact you and inform you about their lack of engagement. Please discuss this with them and encourage them to attend the next session and catch up where required.
- Inform us if the circumstances of an ECT or mentor changes and we will advise accordingly.

Contact Us

www.eastmanchesterteachinghub.com | ecf@eastmanchesterteachinghub.com | 0161 785 5083 | For more information see our [ECF Handbook](#)