



# Working together to support new teachers with outstanding professional development.

A full induction programme to deliver the Early Career Framework.

# Planned together. Delivered locally.



Dear Colleagues,

Every new teacher is entitled to a structured programme of support and training based on the Early Career Framework (ECF). Schools employing new teachers must ensure they receive their statutory entitlement.

One Cumbria Teaching School Hub supports schools across the county to meet these responsibilities. Together with our partner Teach First, we offer schools the Full Induction Programme which meets the requirements of the ECF.

Our programme is free to schools.

Teach First is a DfE-approved ECF programme provider with over 15 years' experience in teacher CPD. Early career teachers will have access to a high-quality training curriculum developed by experts and tailored to their individual needs and contexts.

Each new teacher will be supported by a school-based mentor who will also receive focused training and support to develop their skills as instructional coaches.

Locally-based programme facilitators, drawn from the huge pool of expertise and experienced practitioners in our partner schools across the county, ensure that the programme is responsive to local needs and circumstances.

We work with school leaders, teachers and mentors to ensure a smooth transition from training to teaching.

Working together, our aim is simple: to support your school to develop and retain the best new teachers, and to realise the One Cumbria vision:

- ◀ No matter where children live, they'll have the very best schools right there in their own community.
- ◀ Our educational experience enables those we undertake to train a preparation for life that is excelled by no other.

**Judith Schafer**

Director,  
One Cumbria Teaching School Hub

[schaferj@onecumbria.education](mailto:schaferj@onecumbria.education)

## REGISTER YOUR INTEREST

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

- ✉ [beddoet@onecumbria.education](mailto:beddoet@onecumbria.education)
- ✉ [schaferj@onecumbria.education](mailto:schaferj@onecumbria.education)

# Working Together to Support and Develop New Teachers

## How we can help

Working with our partners and expert practitioners already in our schools, we provide schools with a full induction programme for your early career teachers (ECTs).

A full induction programme means:

- ◀ A sequenced two-year development programme based on the ECF, with funded training delivered directly to ECTs.
- ◀ Self-directed study materials for all ECTs.
- ◀ Funded training delivered directly to mentors, including materials to support mentor sessions designed to reduce mentor workload as well as their own development.
- ◀ Funding to cover ECT and mentor time off timetable in the second year of induction.
- ◀ Funding to backfill mentor time spent undertaking training – this is in addition to the funding for their reduced timetable.



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

The programme is designed to build on knowledge and skills developed during ITT, and also to fit in with the day-to-day realities of supporting new teachers in the classroom. It is structured to help ECTs integrate theory, practice and feedback, minimising time out of the classroom.

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

## In summary: what the ECF means for schools

Schools employing an Early Career Teacher will have a statutory duty to make sure that those teachers receive a programme of support and development based on the ECF.

The programme of support must cover ECTs' first two years of practice. The development curriculum must reflect the content defined in the ECF and be supported by high quality mentoring.

Schools can choose to devise their own induction programme based on the ECF, but it is expected that most schools will sign up to a full induction programme working with a training provider.

Schools signing up to full induction programmes qualify for all the support arrangements available from the DfE for ECF implementation. Full induction programmes are free to schools and ensure you meet the new statutory early career expectations.

Schools still need to register early career teachers with an Appropriate Body (AB). The costs of AB services are the only thing not covered by the ECF offer. One Cumbria is an AB.

# In Summary: Programme Outline

## Year One

### Module 1: Creating powerful learning environments

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

### Module 2: How pupils learn

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

### Module 3: How to plan and teach lessons

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

### Module 4: Supporting every pupil to succeed

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

### Module 5: Assessment and feedback

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

### Module 6: Planning a coherent curriculum

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

## Local delivery to meet local need

- ◀ We will facilitate seminars for ECTs where they can meet with peers from other schools, share experiences and deepen understanding under the guidance of our local, skilled facilitators.
- ◀ Working in partnership means we can deliver the programme at scale across the region and offer ECTs and mentors choices of training dates and venues for face-to-face or virtual sessions.

# In Summary: Programme Outline

## Year Two

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

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

They will continue to benefit from instructional coaching sessions with their mentors.

### Mentor Training

Mentors will receive training to develop skills in:

- ◀ Assessing teacher progress.
- ◀ Providing effective feedback.
- ◀ Using deliberate practice to accelerate progress.
- ◀ Providing further challenge to high-performing early career teachers.

Mentors will have the opportunity to learn from experts. Through half termly seminars, they'll discover the best ways to reflect on their practice and develop their instructional coaching skills.

### A whole-school benefit: mentor development

We will support school-based mentors to develop their skills to meet the new requirements of the ECF.

We will familiarise mentors with the new development curriculum and the evidence-based self-study materials for ECTs. We will support them to make the shift from traditional mentoring to instructional coaching.

The CPD that mentors receive is designed to support their own development as experienced practitioners, benefiting their schools as a whole as well as the ECTs they support.

# Programme Structure and Delivery

All the training is flexible to fit around the needs of each ECT. In the first year, ECTs will:

- ◀ Attend an induction session.
- ◀ Undertake a few hours of self-study per half term, neatly structured into weekly bite-size chunks.
- ◀ Attend two expertly facilitated 90-minute seminars per half term, exploring more complex content and embedding learning.
- ◀ Spend an hour each week with their mentor being observed and coached.

In the second year, ECTs will:

- ◀ Attend a further induction conference.
- ◀ Complete around 45 minutes of selfdirected study each half term.
- ◀ Meet their mentor for an hour every two weeks.
- ◀ Attend phase/subject specific seminars every term.
- ◀ Continue to have access to all the online materials from year one, including stretch content to deepen knowledge.

Across the two years, mentors will:

- ◀ Attend a yearly conference.
- ◀ Attend seminars developing their instructional coaching skills.
- ◀ Have full access to all the online learning materials and wellbeing programme.

Across the two years, school leaders will:

- ◀ Be supported by our dedicated Early Career Leaders.
- ◀ Monitor the progress of ECTs and mentors through the online learning platform.
- ◀ Have opportunities to join ECF networks to realise the wider benefits of the ECF.



## A generation of research informed practitioners

Working with Teach First, ECTs and mentors will be able to claim free membership to the Chartered College of Teaching, giving them access to the world's largest education database.

# The One Cumbria approach

We work closely with Teach First to ensure the programme is flexible and contextual.

We work with the existing expertise and experience we know is there in the county to make sure that the ECF provision we put in place takes account of our own contexts. All ECTs will be able to make their provision bespoke. All mentors will have the opportunity to use this framework for their own professional development. All schools will have the chance to link into other networks across the county and beyond to make the most of this opportunity.



# National Expertise, Local Knowledge and Understanding

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

We are constantly building an experienced team of professionals who, across the county, have experience in every stage of new teachers' journeys into the profession – from initial teacher training, to early career support, to Appropriate Body services. We build upon the experience and expertise of colleagues around the county to make sure we can provide joined up thinking for recruitment, retention and professional development for teachers at all stages of their careers. We understand the challenges facing new teachers in Cumbria and how best to support them to be successful and deliver the highest quality education to our children.

## REGISTER YOUR INTEREST

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



### What One Cumbria Teaching School Hub and its partner schools offer:

- ◀ A commitment to work with you to make sure the offer to early career teachers is effective, personalised and easy to manage.
- ◀ A commitment to support your in-school mentors not only to support your ECTs, but also to enhance their own CPD.
- ◀ A commitment to make sure we include materials that will give ECTs experience of the whole education sector - from EYFS to FE, special schools to AP, all phases, all sectors - building on the philosophy that early career teachers should have meaningful experience of all faces of education to make informed choices about career progression.
- ◀ Support from a dedicated Early Career Leader to help school leaders make sure they are meeting what they need to do to implement ECF successfully.
- ◀ A single point of contact for Appropriate Body services, easy to manage and communicate with.



### What Teach First offers:

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



# Appropriate Body Services

You can also choose One Cumbria Teaching School Hub to provide Appropriate Body services. That means you need only one point of contact to manage both ECF delivery and AB services.

The appointment of an Appropriate Body (AB) remains a statutory requirement for the induction period of new teachers. As now, an AB makes the final decision as to whether an early career teacher has met the Teachers' Standards. The induction period lasts two years, and the AB will additionally check that ECTs are receiving their ECF entitlement fairly and consistently.

The Appropriate Body's costs are not covered by the ECF offer and may be higher if a school chooses not to sign up for a full induction programme because the AB will need to assess the fidelity of the provision.

You can access One Cumbria's Appropriate Body service even if your ECT is not signed up to our ECT programme.

	<b>Appropriate Body involvement in checking the ECF entitlement</b>
Full Induction Programme	No fidelity check required. £50 per term.
Core Induction Programme delivered by own school	Quality assurance by the AB will require detailed evidence of full implementation of a robust ECF-based induction. This will mean an increased charge and added time for your school induction tutor to work with the AB to demonstrate fidelity to the programme.
School's own ECF programme	The AB will need to conduct a rigorous three-part process to assess your programme's fidelity to the ECF. This will incur the highest charge. Your school will be required to provide evidence of a well-sequenced curriculum, showing sufficient breadth and depth of the ECF statements. Quality assurance by the AB will require detailed evidence of full implementation of a robust ECF-based induction.

## REGISTER YOUR INTEREST

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

✉ [beddoet@onecumbria.education](mailto:beddoet@onecumbria.education)

✉ [schaferj@onecumbria.education](mailto:schaferj@onecumbria.education)



## Our Vision:

- 2021 ● By 2021, our clearly articulated all-through career framework will understand and provide for the individual development needs of everyone working in our schools, complimented by a strategic overview that builds simplicity in recruitment and capacity ahead of need.
- 2022 ● By 2022, One Cumbria will be whole; through a collaborative model of systemic training we will energise a professional dissatisfaction in our craft because no matter how good we are we will all remain utterly convinced we can be better. It will deliver consistent exceptional performance being an identifiable contributor to economic prowess.
- 2023 ● By 2023, children in Cumbria will attend schools that are academically obsessed with delivering the pinnacle of teaching and learning, as though we invented it. It will not matter where they live, they'll have the very best schools right there in their own community.
- 2024 ● By 2024, under the expert guidance of academically brilliant adults Cumbria's children will be learning the powerful knowledge, skills, attitudes and values they need to thrive and shape their world.
- 2025 ● By 2025, the effortless recruitment of aspiring teachers, the training and retention of existing teachers and leaders in Cumbria will intuitively deliver a network of perpetual development and opportunity to those experts in their fields. One Cumbria will naturally retain talent until it's time to let it loose on the rest of the education system with all the skills and potency borne from an unrivalled training institute.
- 2030 ● By 2030, One Cumbria will have legitimate grounds to claim that our educational experience enables those we undertake to train a preparation for life that is excelled by no other. This will be our distinction.