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# Early Career Framework

YEAR 1 | MENTOR PROGRAMME GUIDE 2023

# Early Career Framework – Year one

**6** modules  
(one per half term)

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

## Optional

- ▶ Stretch content
- ▶ My wellbeing module
- ▶ Excellent Teaching in Special Schools module



## Time commitment

### for ECTs

- ▶ **Induction**  
6 hours
- ▶ **Self-directed study**  
4 hours 30 min per half term
- ▶ **Seminars**  
2 x 1 hour 30 min seminars per half term
- ▶ **Mentoring**  
Weekly sessions

## Time commitment

### for mentors

- ▶ **Induction**  
6 hours
- ▶ **Mentor assessment**  
30 min
- ▶ **Overview videos**  
1 hour per half term (approx.)
- ▶ **Seminars**  
1 hour per half term
- ▶ **Optional self-directed study**  
30 min per half term
- ▶ **Mentoring**  
Weekly sessions

# Early Career Framework – Year two

**6** development cycles  
(one per half term)

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

## Optional

- ▶ Implementing research in your classroom
- ▶ An introduction to effective mentoring
- ▶ An introduction to becoming a careers leader
- ▶ Preparing for middle leadership

## Time commitment

### for ECTs

- ▶ **Induction**  
6 hours
- ▶ **Self-directed study**  
45 min per half term
- ▶ **Seminars**  
1 hour 30 min per half term
- ▶ **Mentoring meetings**  
Fortnightly sessions
- ▶ **Demonstration**  
1 hour per half term

## Time commitment

### for mentors

- ▶ **Induction**  
4 hours 30 mins  
(3 hour seminar, 1 hour 30 min self-directed study)
- ▶ **Mentor assessments**  
Two assessments, 30 min each
- ▶ **Optional self-directed study**  
30–45 min per half term
- ▶ **Seminars**  
One in term 2 and one in term 3  
(1 hour each)
- ▶ **Mentoring meetings**  
Fortnightly sessions
- ▶ **Optional demonstration**  
1 hour per half term

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# Introduction

Welcome to the Teach First Early Career Framework (ECF) programme. We are delighted to be working with you and your school to ensure early career teachers (ECTs) have the best possible start to their teaching career. This programme has been designed with experts to incorporate best practice. It is underpinned by the most up-to-date research, to support you, your ECF induction tutors and your ECTs.

This programme guide will support you to understand the structure of year one and your role and responsibilities within it. It contains:

- an overview of year one of the Teach First Early Career Framework programme
- an overview of the roles and responsibilities of the ECF induction tutors, ECT and mentor
- ECT training
- mentor roles and responsibilities
- how mentors can support ECTs
- how mentors will be supported
- appendices including challenging behaviour case studies and the programme member code of conduct



# About the Early Career Framework

The Early Career Framework (ECF) is a fully-funded, two-year package of structured training and guidance for Early Career Teachers (ECT). The ECF is at the heart of the DfE's teacher recruitment and retention strategy to transform the support teachers get at the beginning of their careers. It's informed by the best available research and ensures you have the dedicated time you need to focus on the development of your ECTs.

All ECTs, no matter how they initially trained, are expected to complete the ECF. It has replaced the one-year induction. The training starts at the beginning of a teacher's ECT year and continues throughout the following year.

As a mentor, you are in the privileged position to guide teachers to the profession, and we want to make sure you have all you need to make you feel comfortable and confident carrying out your role.

You may have been a mentor for many years, or you may be new to the role. Our content will provide the building blocks to new teachers, but crucially, you will provide the context – to your school, your subject and your community.

The mentor's role in developing ECTs is vital. The qualities of a highly effective mentor may include strong subject knowledge, the ability to demonstrate impactful teaching practice, strong intrapersonal and interpersonal skills, and knowledge of appropriate and effective professional development.

# Working with Teach First

By working with Teach First, your school will benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Local delivery:** Programme delivery by local experienced teachers.
- **Experience:** 20 years helping new teachers get better, faster – whether they trained with us or not.
- **Expertise:** Cutting edge, research-led training, rated ‘Outstanding’ by Ofsted in all areas .
- **Flexibility:** Online learning resources that fit around teachers’ timetables.
- **Tailored:** Subject- and phase-specific support from our specialists, for teachers and their mentors.
- **Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.
- **Additional support:** Access to an optional module ‘Excellent Teaching in Special Schools’ designed to provide additional support and training for ECTs working in Special Schools.



*“The content is really the most cutting-edge, evidence-based strategies and techniques there are. There are also lots and lots of helpful videos of best practice teaching to illustrate the content which my ECTs have said has been invaluable to them. The content is concise and easy to work through for both mentors and ECTs. Neither of my ECTs see the online content as a burden but a helpful additional resource to help them.”*

**John Stanier, Assistant Head  
at Great Torrington School**

Great Torrington School participated in the Teach First ECF early roll-out, through our Delivery Partner TSSW.

## Access to the My Wellbeing course

ECTs and mentors can access materials and resources from Teach First’s My Wellbeing course. The course can be accessed via the Brightspace platform and is designed to help a teacher perform and feel at their best.

Both ECTs and mentors can engage with the course as much or as little as they wish.

It will support them to develop knowledge and understanding in the following areas:

- Developing knowledge of the emotional regulation systems.
- Increasing the daily experience of recovery.
- Raising awareness of the narratives you hold about yourself.
- Reflecting on your personal values and how they guide your life.

# Roles and responsibilities

## Overview of roles

### EARLY CAREER TEACHER (ECT)

An Early Career Teacher (ECT) has successfully completed their teacher training and is in their first two years of teaching. They are entitled to a two year programme of support aligned to the Early Career Framework. The term ECT supersedes Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT).

### MENTOR

A mentor is a subject or phase specialist in the school. They are responsible for the progress of the ECT, meeting with them regularly to support their development.

### ECF INDUCTION TUTOR

The ECF induction tutor is appointed by the headteacher/principal and has overall responsibility for the development of an ECT, providing regular monitoring, support, and coordination of assessment. The ECF induction tutor will conduct the formal assessment at the end of each year, against the Teachers Standards, the results of which are shared with the appropriate body. They may also be referred to as ECF induction tutor or ECF induction coordinator.

### SEMINAR FACILITATORS

Seminar facilitators are experienced practitioners who are experts in training teachers. Their sessions will either be online or delivered in-person.

### DELIVERY PARTNERS

Partners working with Teach First to deliver the Early Career Framework programme in your school. All delivery partners are highly experienced in training and supporting teachers as well as leading local and national networks. Delivery partners will be leading the ECF programme for your mentor and ECT in school.



## Overview of responsibilities

Thank you for taking on the role of mentor for the ECF programme. We know that having a supportive mentor in school is often the key to success for great teachers. So you have a clear understanding of how you can best support your ECTs, we have outlined the roles and responsibilities of ECF induction tutors, mentors and ECTs in the following table.

ROLE RESPONSIBILITIES		
ECF INDUCTION TUTOR	MENTOR	EARLY CAREER TEACHER
<p>Should:</p> <ul style="list-style-type: none"> <li>• be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme</li> <li>• make sure the programme complements Statutory Induction</li> <li>• make sure timetables allow for engagement</li> <li>• maintain ECT and mentor engagement</li> <li>• select an appropriate mentor</li> <li>• follow the process for changing mentors</li> <li>• quality assure the programme</li> </ul>	<p>Should:</p> <ul style="list-style-type: none"> <li>• be an experienced teacher who is 'paired' with the early career teacher to support them directly through the programme</li> <li>• complete the induction</li> <li>• monitor ECT engagement</li> <li>• arrange interactions</li> <li>• select the highest leverage area of development</li> <li>• complete mentor assessment</li> <li>• attend seminars</li> <li>• inform delivery partner if they can't attend the seminar</li> </ul>	<p>Should:</p> <ul style="list-style-type: none"> <li>• complete induction</li> <li>• engage with self-directed study</li> <li>• attend seminars</li> <li>• inform delivery partner if they cannot attend a seminar</li> <li>• attend mentor interactions</li> </ul>

## ECT and mentor commitments

### INDUCTION

At the beginning of each year, ECTs and mentors will have an induction to complete. This will help both ECTs and mentors to understand the purpose and structure of year one. In year one, the induction day will also incorporate the first of the six training seminars for mentors and the first seminar of Module 1 for ECTs. Additional information on future training seminars can be found later in the programme guide under future [mentor](#) and [ECT seminars](#).

The following table provides a high-level overview of what the inductions will consist of, but further detail can be found later in the programme guide under the sections on [ECT training and mentor interaction and support](#).

INDUCTION		
AUDIENCE	TRAINING	DURATION
<b>ECT</b>	Seminar	6 hours
<b>Mentor</b>	Seminar	6 hours

## IN-YEAR TRAINING

The training and activities that ECTs and mentors will engage with each half term is outlined in the following table.

IN-YEAR TRAINING	
ECT	MENTOR
<ul style="list-style-type: none"><li>• Weekly interactions with their mentor (1 hour each)</li><li>• Self-directed study (4 hours 30 min)</li><li>• Attend two seminars (1 hour 30 min each)</li></ul>	<ul style="list-style-type: none"><li>• Weekly interactions with ECT (1 hour each)</li><li>• Watch overview videos (1 hour)</li><li>• Optional self-directed study (30-45mins)</li><li>• Attend one seminar (1 hour)</li></ul>



# Programme structure

Over the two years of the programme, you and your ECTs will complete online study materials, have regular interactions and attend seminars.

To support with the implementation of the programme and the development of you and your ECT, a facilitator will be assigned to work with your school. They will deliver both the ECTs' seminars and mentor training. Our facilitators are experienced practitioners who are experts in training teachers.

## Online learning

### MY TEACH FIRST

My Teach First is the online platform you and your teachers will use to access self-directed study materials. You will receive your log in information around the same time as your welcome email. If you have not received it seven working days after receiving your welcome email or have any technical issues, get in touch via the '[contact us](#)' button on My Teach First.

### BRIGHTSPACE

Brightspace is the learning platform that hosts all online content. You can access this through My Teach First using the Brightspace Learning Platform link on your homepage.



## ECT training

Your ECT will have a fully scheduled programme of work for year one. They will complete online study materials, have regular mentor interactions, and attend seminars. The following table outlines how the ECT will apportion their time on different aspects of their training over the course of the programme.

To support with the implementation of the programme, and the development of the ECT, a facilitator will be assigned to work with your school. Our facilitators are experienced practitioners who are experts in training teachers and will deliver both the ECT online CPD sessions and mentor training.

TIME ALLOCATION FOR ECT	
PROGRAMME ACTIVITY	TIME
<b>Self-directed study</b> This content is accessed online, in their own time	4 hour 30 min per half term
<b>Weekly mentor interactions</b> These are the in-school interactions between the ECT and their mentors	1 hour per week
<b>ECT seminars</b> Seminars delivered by the facilitator	Two per half term Each seminar is 1 hour 30 min long

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

## Weekly self-directed study

The self-directed study material will be accessed online by the ECT via the My Teach First platform. My Teach First is a site which allows you to access each relevant online platform via a single sign on process. The content has been broken down into six modules that cover the standards set out by the ECF. Each half term, the ECT will need to complete 4 hours 30 min of self-directed study which they can access at their own pace, in their own time. The content has been divided into manageable weekly sessions. It is advised that the ECT is given time towards the beginning of the week to complete this online study if possible as their following mentor interaction will be based on this content.

## Weekly mentor interactions

The mentor interactions will take place weekly in the first year. It is recommended the mentor interactions are scheduled towards the end of the week to allow the ECT time to complete the relevant online study materials before the meeting.

## ECT seminars

During the first year of the programme, each ECT should attend two seminars per half term. They are linked to the content covered by the ECT in their online study materials. The purpose of these sessions is for the ECT to receive further CPD linked to standards covered in the ECF, hear from expert colleagues and have an opportunity to further discuss practice, and reflect on learning from the online study materials as they apply it to their own practice.

The following table identifies the seminar topics covered across the first year:

YEAR ONE SEMINAR TOPICS		
MODULE	SEMINAR 1	SEMINAR 2
<b>Module 1: How can you create an effective learning environment?</b>	Using praise and consequences effectively	Holding high expectations of all pupils
<b>Module 2: How do pupils learn?</b>	Avoiding working memory overload	Building well organised mental models
<b>Module 3: What makes classroom practice effective?</b>	Using examples and non-examples	Using questioning to extend and challenge pupils
<b>Module 4: How can you use assessment and feedback to greatest effect?</b>	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
<b>Module 5: How can you support all pupils to succeed?</b>	Developing pupils' language comprehension and writing in your subject or phase	Adaptive practice and the graduated approach
<b>Module 6: How can you design a coherent curriculum?</b>	Identifying the essential concepts, knowledge and skills of a subject	Supporting pupils to think critically

## Sequence of learning and support

To support with the successful running of this programme in your school we have created a Mentor Handbook, which you will receive separately, which outlines a suggested week-by-week sequence of activity across the year.

For each week of the school year, it identifies:

- the online session the ECT should complete
- the focus of the weekly mentor interaction and related links to the ECF
- the two ECT seminar topics for each half term and the weeks in which they will take place
- the weeks in which your 1 hour seminar will take place

By following this sequence whilst implementing the programme, you will ensure your ECT has access to the full package of CPD and support available to them. It will also mean that the work they complete as part of the online self-directed study aligns with the sessions and resources supplied to their mentor.

As mentor, it is part of your role to ensure that the ECT is following the sequence and engaging with the online study materials and your mentor interactions on a weekly basis.

### ADAPTING THE SEQUENCE

Each module has been carefully designed and sequenced to build on learning in previous modules, aiming to secure and develop knowledge and skills over time. The modules will purposely retrieve knowledge and skills that have been covered earlier in the course as a way of helping the ECT to remember concepts that will make a lasting impact on their practice. There are also some concepts, such as metacognition, that appear as a recurring theme across most modules. We therefore recommend that you follow the designed sequence to support your ECT to successfully build their knowledge and skills over the course of the programme.

We recognise that ECTs may need development in an area that has not yet been addressed in the module sequence. In these instances, accessing the content of a different module could have a positive impact on the ECT's practice and you can adapt the sequence to facilitate this. However, if you choose to adapt the sequence, it is important to remember that this will have an impact on the weekly mentor interactions and seminars. Also, if you have more than one ECT in your school, it could become more challenging to deliver the half-termly training sessions if each one is accessing different modules.

# ECT role and responsibilities

## ENGAGE WITH SELF-DIRECTED STUDY

Each half term, ECTs will need to complete their self-directed study, which they can do at their own pace. The self-directed study material is broken down into six modules. It will all be available on My Teach First. The content has been broken down into weekly sessions – we recommend each session is completed at the beginning of the week as the accompanying mentor interactions will be based on the content. At the end of each module, there's an additional session called 'stretch material'. This is an optional session designed to further your ECT's understanding of a certain area or topic linked to the module's focus. They can access this at any time throughout the module. Each stretch session takes about 1 hour 30 min.

## ATTEND MENTOR INTERACTIONS

ECTs are expected to attend weekly mentor interactions in the first year. Each session will follow an feedback model.

## ATTEND SEMINARS

ECTs are expected to attend two seminars per half term. The timings of these may be subject to change depending on the facilitator.

If they're unable to attend a specific date, they will need to contact their delivery partner. All requests will be subject to availability. Concerns around a continuous lack of attendance will be discussed between you and the ECF induction tutor.

## COMPLETE PRE AND POST MODULE QUIZZES

At the beginning and end of each online module, ECTs will be asked to complete a short modular quiz. These quizzes can be found on Brightspace and ECTs should complete them before beginning their self-directed study materials.

# Mentor training

Your role as a mentor is crucial in supporting the successful development of your ECT. We believe that your ability to be an effective mentor is driven by three key factors:

1. Being an effective practitioner yourself.
2. Understanding how pupils learn best.
3. Being equipped to successfully mentor a novice teacher.

Our mentor training programme has been designed in partnership with Deans for Impact, a non-profit organisation that empowers leaders in education to transform the way they prepare future teachers through integrating the principles of cognitive science into their practice.

Our training materials and supporting resources are designed to expand on each of the three key factors outlined above. They will ensure that you are equipped with the most up-to-date research around effective pedagogy, and help to develop your knowledge and expertise in the core mentoring skills that will have the greatest impact on your ECT's practice.

## Mentor induction

To ensure that you and your ECT have the best possible start to the programme, you will receive a full mentor induction that will equip you with the essential knowledge and skills to feel confident and competent to fulfil your role in the programme.

The induction will comprise of self-directed study materials accessed through My Teach First and seminars that will focus on the following key areas:

- The ECF programme and the mentor role.
- The feedback model.
- Developing your ECT's expertise.
- How to get the most out of the Brightspace platform.

## Weekly module content overview video

A large part of your role will be supporting the ECT to effectively implement what they learn in their online self-directed study into their classroom practice. However, we recognise that you will not necessarily have the time to review the self-directed content in full. Therefore, via the My Teach First platform, you will have access to short weekly videos detailing the content of the week's online study materials, including any activities that the ECT should have completed in preparation for your mentor interaction.



## Mentor seminars

Each half term, you will be able to attend a seminar led by a facilitator. These seminars are 1 hour. You will have the opportunity to meet other mentors and discuss aspects of the programme and your role. You will also receive further CPD on effective mentoring of novice teachers.

The following seminars will support you in effectively mentoring your ECT:

- Moving from novice to expert and mentoring to develop strong relationships
- Precise actions and shared language
- Not all practice is made equal
- Managing workload and wellbeing
- Balancing support and challenge
- Building resilience

You will have the opportunity to meet other mentors and discuss aspects of the programme and your role. You will also receive further CPD on effective mentoring of novice teachers. The weeks in which these seminars are scheduled are detailed in your Programme Overview. However this should be used as a guide as your delivery partner will provide you with the details of when your seminars are.

## My Wellbeing

The My Wellbeing course is made up of five sessions all of which are optional. As the knowledge and content shared in the first two sessions are essential for understanding and managing wellbeing, we recommend you cover these two sessions first.

- **Session 1:** The emotional regulation systems.
- **Session 2:** Prioritising recovery.
- **Session 3:** Values. *What are your genuine personal values? How do these guide your life?*
- **Session 4:** Internal narratives. *Do you have a harsh internal narrator that tells you you're useless? How can you develop a more self-compassionate narrator?*
- **Session 5:** Positive psychology interventions. *How can you increase the positivity experienced by you and your team or pupils?*

# Mentor role and responsibilities

For a novice teacher, it can be difficult to identify and articulate what makes a teacher's practice effective. Your expertise can help make this explicit. By examining your own practice, narrating your thinking process, modelling teaching strategies and identifying highest-leverage actions for your ECT, you can make a vital difference to their development.

You and your ECT may well choose to move away from the suggested sequence to focus on an area that best fits the development needs of your ECT. If this is something you choose to do, ensure you select the relevant week's focus from your handbook for the interaction to ensure that it is aligned with your ECTs self-directed study.

In year one, it is your responsibility to:

- engage with the mentor induction materials via the My Teach First platform
- prioritise time to facilitate a weekly interaction between yourself and your ECT - these interactions will take the form of either an observation or discussion as outlined by the suggested sequence
- follow the feedback model during mentor interactions
- familiarise yourself with the content of the online self-directed study materials by accessing the weekly module overview videos
- monitor your ECT's completion of weekly self-directed study content (further details of how to do this will be outlined in the mentor induction) and ensure attendance at seminars
- escalate any issues with ECT engagement progress or mentor changes to your ECF induction tutor - more information on withdrawal will be shared later in the programme
- attend mentor seminars

The ECF programme requires practitioners to use a specific model of feedback, which aligns with the instructional coaching approach, detailed on [page 21](#). Your induction will include how to identify and deliver this model.

You will also be provided with your own Brightspace account that you access through My Teach First. Through this you will be able to access the content created for ECTs as well as track and monitor engagement. You should use this to help inform discussions around a continuous lack of interaction with content.

Also, all programme members have a responsibility to abide by the Teach First programme member code of conduct. This can be found in [Appendix A](#) and should be read through in full by the ECT, the mentor and ECF induction tutor.

# Ensuring the ECF programme complements statutory induction

## Statutory induction

ECF training is expected to be embedded as a central aspect of induction. It is not an additional training programme. An appropriate body, selected by the school, has the main quality assurance role within the induction process. The appropriate body is responsible for checking that headteachers/principals have put an induction programme in place for the ECT and for ensuring that this programme of support is clearly based on the ECF. The ECF does not replace statutory induction but instead should complement it. The Teach First ECF programme will provide the training required for your ECT.

## Professional progress reviews

To ensure the requirements of the ECT's induction can run in conjunction with the programme, time has been allocated for the ECF induction tutor to carry out one 30-minute professional progress review each term where a formal assessment is not scheduled. The ECF induction tutor should meet with the ECT to review the ECT's progress against the Teachers' Standards, in line with guidance from the appropriate body. The DfE's '[Induction for early career teachers](#)' guidance document (2021), states the following about progress reviews:

- Progress reviews should be informed by existing evidence of the ECT's teaching and be conducted with sufficient detail to ensure nothing unexpected arises for the ECT in their formal assessment.
- Progress reviews are not formal assessments so there is no requirement for ECTs to create evidence specifically to inform progress. However, ECTs should provide copies of existing evidence as agreed with the ECF induction tutor.
- A written record of each progress review should be retained and provided to the ECT after the meeting stating whether the ECT is on track to complete induction.
- If the ECF induction tutor is not the headteacher, they should update the headteacher on the progress of the ECT after each review.
- The ECF induction tutor should notify the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Where the ECT is not on track, the ECF induction tutor should provide the plan they have put in place to assist the ECT.

## Formal assessments

There is also time allocated for the ECF induction tutor to carry out a 'formal assessment' at the end of each year, who will be supported with guidance from the appropriate body. The DfE's 'Induction for early career teachers' guidance document (2021), states the following about formal assessments:

- These should be carried out by the headteacher/principal or the ECF induction tutor. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.
- One formal assessment should take place in the final term of year one and year two.
- There is no need for the ECT to create anything new for the formal assessment, they should draw from their work as a teacher and from their induction programme.
- Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.
- ECTs should be kept up to date on their progress.
- Formal assessment reports should be completed for both formal assessments.
- The final assessment meeting will take place at the end of the induction period and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether an extension should be considered.
- Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the ECF induction tutor, headteacher/principal and the ECT. Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within ten working days of the final assessment meeting.

You should consult with your ECF induction tutor and Appropriate Body to identify when the professional progress reviews and formal assessment should take place. The first formal assessment will take place at the end of the year, carried out by the ECF induction tutor.

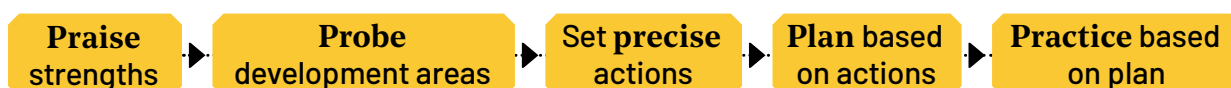
For more information on how the ECF training supports induction, please see [Appendix B](#).

# Instructional coaching

Throughout this programme, you will use a specific model of feedback that aligns with the instructional coaching approach. During your induction, you can access training on how to identify and deliver this model. High-impact feedback not only identifies strengths and areas of development, but also provides a space for teachers to plan and rehearse actions linked to these areas so that they can immediately alter their practice. Evidence suggests that instructional coaching has a higher impact on pupil outcomes compared to other forms of professional development. It moves away from using traditional lesson observations, which can be generic, often with targets that are too broad or can give the 'what' but not the 'how'. It also focuses on feedback that is led and directed by the 'coach' (the mentor) through the identification of precise actions and the use of directed and specific probing questions. Instructional coaching should be used to feed back following a lesson observation or to practise a discrete skill or technique.

## Feedback model

The following diagram outlines the feedback model that you should follow to ensure you are using an instructional coaching approach. There is also an example script for each stage outlined on the next page. This script could be adapted when practising a discrete skill or technique. You can use this to structure your feedback during a weekly interaction.



**Timing:** The duration of time spent on each stage will depend on the purpose of the feedback, but we would recommend the majority of time is spent on the last two stages of the model.

PHASE	PURPOSE	POSSIBLE SCRIPT
<b>Praise strengths</b>	Highlight key areas of strength <ul style="list-style-type: none"> <li>• Explain what went well.</li> <li>• Be precise.</li> <li>• Back up with evidence.</li> <li>• Reference progress towards previous week's actions.</li> </ul>	'Thank you for allowing me to observe your lesson today' 'One thing I thought was effective about your practice was...' 'One real strength in the lesson I saw was...' 'This was evidenced when you...' 'A great example of this from the lesson was when you/pupils etc.' 'Your previous area for development was... I saw progress towards this when...' 
<b>Probe areas for development</b>	Guide the teacher to reflect on their areas of development through a series of precise and direct questions: <ul style="list-style-type: none"> <li>• Plan questions in advance.</li> <li>• Use precise questions.</li> <li>• Use data and evidence.</li> <li>• Don't labour it - explain and tell if necessary.</li> <li>• Summarise specific areas for their development based on your probing of them.</li> </ul>	'I'd like to explore with you some areas of development in your practice.' 'When the pupils were on the carpet, what was the key learning point you wanted to the pupils to grasp?' 'How do you know what the pupils had learned from the reading activity?' 'What did you expect the behaviour to be like when the pupils left the classroom/what did you want the behaviour to be?' Why did you choose that specific task/what did you want the pupils to achieve/how would you know if they had been successful? 'What evidence do you have to show the lesson outcomes were met?' 'We're now going to choose the area for development which will have the most impact on your practice. There were examples in the lesson when students did not fully understand teacher instruction in independent tasks (for example in the carpet task and the independent writing).'
<b>Set precise actions</b>	Identify the highest-leverage area(s) of development to address and set precise action step(s) linked to this: <ul style="list-style-type: none"> <li>• Find highest-leverage areas.</li> <li>• Choose one to three key things.</li> <li>• Make sure they are actionable.</li> <li>• Be precise not generic.</li> <li>• Give a 'how' not just a what.</li> </ul>	'We're now going to focus on setting actions for this area of development which we will then plan and practise.' 'To address this development area, your actions are to ...' Give clear precise instructions using 'what to do' with as few words as possible. Script a basic 'I do' using 'name the steps' as a core part of the lesson before each task.

<p><b>Plan based on actions</b></p>	<p>Focus on the action step(s) from this area and plan how the teacher might address this in a future lesson:</p> <ul style="list-style-type: none"> <li>• Look to a future lesson.</li> <li>• Plan where and how.</li> <li>• Script.</li> </ul>	<p>'We're now going to plan how you will put into practice this development area using the actions we decided'.</p> <p>'What lesson, topic, class can we put this development area into place with?</p> <p>'What part(s) of the lesson might this development area most need to be addressed in?'</p> <p>'Let's script/sequence/decide etc. how you might go about doing this'.</p> <p>'What might this look like in your planning? 'What would you ask, do, say...?'</p> <p>'This is your success criteria'.</p>
<p><b>Practice</b></p>	<p>Practise the plan for the action step that was created in the previous section to trial what it would look like in practice.</p> <ul style="list-style-type: none"> <li>• Share a success criteria.</li> <li>• Prime the practice by providing a model (e.g. mentor models/video clip).</li> <li>• Call the shots – say how you will act in the role (compliant/authentic/near live).</li> <li>• Say how you will feedback to the teacher – wait until the end/during?</li> <li>• Agree how many 'turns' you will give the teacher.</li> <li>• Get it on its feet/put the plan into practice with the teacher.</li> <li>• Feedback either after teacher has practised or during.</li> <li>• Repeat as appropriate.</li> </ul>	<p>'Now we're going put into practice our planned 'I do' and 'name the steps' action step. This is your success criteria; I'll model this for you myself. Look at how I achieve the success criteria.'</p> <p>"I'm going to act as a compliant pupil. I will feedback after you have practised the action step and then I'm going to give you two more turns to practise the step based on my feedback.'</p> <p>Feedback example:</p> <p>"Your voice was clear and well paced. Now do this again but I want you to remove the additional words – you don't need such a long introduction – make it one sentence lasting no more than ten seconds.'</p>

## SETTING PRECISE ACTION STEPS

For this model of feedback, you need to spend time thinking about the precise action step or steps that you want to set based on the teacher's area for development. The 'probe' section of the model should be used to guide the ECT to a precise area for development. It is then the role of the mentor along with the ECT to choose the highest-leverage action step(s) to plan and practise in the later stages of the model. By 'high leverage' we mean the one to three action(s) that will have the most impact on the teacher's practice. What should be noted here is that there may be several areas for development and, therefore, many action steps which could be set. It is your role and, where relevant, the ECT to isolate the most crucial area for development and then pick out the most 'high leverage' action(s) to address this area for development. You should focus on actions which are clear and specific - an action that gives the 'how' and not just the 'what'. The key is to make these action steps small, precise and explicit. Worked examples of precise actions steps are set out in the following paragraphs.

A key area for development could be that pupils are not all complying after being asked to do something, especially at transitions. This would be identified in the 'probe' section of the model. It is now your role to choose the action step or steps which may address this. An example of an ineffective action step may be 'improve behaviour at transitions' - this is neither helpful nor impactful as it does not clearly specify exactly 'what' to do and 'how' to do it. A better example would be 'create the illusion of speed using work the clock to support pupil engagement during and between activities'. This gives the teacher a clear directive of 'what' to do specifically and more importantly, the actual technique to use.

Another example of an area for development may be that at the end of the lesson pupils do not tidy away properly, meaning that the next class comes into a chaotic environment. Rather than setting an action for the teacher to simply make sure the classroom is left tidy at the end of the lesson, a better action would be for the teacher to plan and practise a roll out of an exit routine giving clear, precise directions. As the mentor, you would then follow the 'plan' section of the feedback model as detailed in the table above - looking to a future lesson, scripting and modelling and setting a success criteria ahead of the practice section. In the practice section, the ECT would then practise the plan and receive feedback from you before redoing the practice with the suggested changes.

*“Even the most motivated and intelligent student will advance more quickly under the tutelage of someone who knows the best order in which to learn things, who understands and can demonstrate the proper way to perform various skills, who can provide useful feedback, and who can devise practice activities designed to overcome particular weaknesses.”*

**(Ericsson and Pool, 2016)**



## PRE AND POST-MODULE QUIZZES

At the beginning and end of each online module, your ECT will be asked to complete a short modular quiz. The purpose of these quizzes is not to 'catch out' the ECT regarding what they do or do not know. Instead, they are intended to be developmental in nature, highlighting areas for learning and development within the module to both you and the ECT. The quizzes can be accessed via the online platform, Brightspace, and the ECT will be prompted to complete each one before beginning to work through their self-directed study materials.

You and your ECT may well choose to move away from the suggested sequence to focus on an area that best fits the development needs of your ECT. If this is something you choose to do, ensure you select the relevant week's focus from your handbook for the interaction to ensure that it is aligned with your ECT's self-directed study.

It is important to highlight to your ECT that they will most likely not know some of the answers to the questions in the pre-quiz - this is because they have not yet completed their self-directed study around this module. However, research indicates that asking questions about a text before it is read increases the likelihood that the content will be retained when it is accessed (Carpenter and Toftness, 2017).

You will be able to view your ECT's answer to each quiz. You may wish to include a discussion around their responses as part of a developmental conversation within one of your mentor interactions. In the following mentor session materials, you will notice that there is a prompt question at the beginning of each module - enabling you to discuss the outcomes of the pre and post-modular quizzes and consider the ECT's areas of strength and development.

## Weekly mentor interaction materials

The Mentor handbook, which is available on My Teach First contain templates for the recommended structure and sequence for your weekly interactions. The stimulus for each interaction has been identified as either a short drop-in observation (10 min) or discussion around an activity from the online course. A suggested focus has been identified for each week based on what would be highest leverage for an ECT to master. Within each interaction there are plan and practice ideas given to support your thinking. However, what will eventually be practised by your ECT during the interaction will be aligned with what you have both agreed are the precise action steps.

Each interaction has space for you to write notes relating to the stages of the feedback model and can be used as a weekly record of the actions given to your ECT.

## Preparing for an interaction

For each interaction, you have been provided with some guidance around what your ECT will have been taught during the programme in relation to the focus area. The related online session is referenced under 'supporting resources'. To fully prepare for each interaction, it is recommended that you read the short guidance provided and refer back to it during the interaction. It is not expected that you engage with the related online session, but if you do want to read more extensively around a focus area you can access the ECF programme directly via My Teach First. Alternatively, you could watch the short weekly content overviews that have been designed to give mentors concise information about the materials.

# Appendix A: Programme member code of conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable the learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This Code of Conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme

## GENERAL CONDUCT:

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events, or in event chat functions, if online.

## UNDERSTANDING:

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

## OPENNESS:

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

## PROFESSIONALISM:

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (e.g. a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First and delivery partner staff.

## ONLINE ENGAGEMENT:

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focused on the outcomes of the programmatic content.
- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off or silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (i.e., not a noisy/public place) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

## SOCIAL MEDIA:

- Use social media in a responsible and respectful manner - whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

## REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
  - > Share it directly with your Teach First support role, if you have one.
  - > Report it using the '[contact us](#)' function on My Teach First to send an email to the Teach First contact centre.
  - > Send an email to [teachfirstwelfare@teachfirst.org.uk](mailto:teachfirstwelfare@teachfirst.org.uk) which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
  - > Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

## CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.

# Appendix B: The ECF and Teachers' Standards

Whilst the ECF is presented around the Teachers' Standards, ECTs should not be assessed against the ECF itself. As a reminder: ECF-based training is separate from the formal assessment of an ECT's performance against the Teachers' Standards.

ECTs must not be assessed:

- against the knowledge, skills and working habits described in the ECF
- on the activities or assignments from their ECF-based training

ECTs can use documentation from ECF-based training to help prove they have met the Teachers' Standards, but they:

- cannot fail any part of their ECF-based training
- do not need to fully complete their ECF-based training to pass induction

(DfE, 2022)

If ECTs wish to use documentation from their ECF training to support in proving they have met the teachers' standard, the below table can be used as a guide to which modules relate to which Teachers' Standards. Please note this is not an exhaustive list as they are woven throughout the training, the below identifies the key areas only.

## High Expectations (Standard 1 – Set high expectations)

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

## How Pupils Learn (Standard 2 – Promote good progress)

- Year 1 Module 2: How do pupils learn?
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

## Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

- Year 1 Module 6: How can you design a coherent curriculum?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy
- Year 2 Development Cycle 6: Developing a coherent curriculum

## Classroom Practice (Standard 4 – Plan and teach well-structured lessons)

- Year 1 Module 3: What makes classroom practice effective?
- Year 2 Development Cycle 2: Supporting pupils to develop subject-specific skills
- Year 2 Development Cycle 3: Using meaningful and memorable explanations
- Year 2 Development Cycle 5: Using structured talk to develop pupils' literacy

### **Adaptive Teaching (Standard 5 – Adapt teaching)**

- Year 1 Module 5: How can you support all pupils to succeed?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

### **Assessment (Standard 6 – Make accurate and productive use of assessment)**

- Year 1 Module 4: How can you use assessment and feedback to greatest effect?
- Year 2 Development Cycle 4: Anticipating and addressing common misconceptions

### **Managing Behaviour (Standard 7 – Manage behaviour effectively)**

- Year 1 Module 1: How can you create an effective learning environment?
- Year 2 Development Cycle 1: Developing pupils intrinsic motivation

### **Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)**

- Year 1 Module 5: How can you support all pupils to succeed?

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