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YEAR 2 | EARLY CAREER TEACHER PROGRAMME GUIDE 2025

 **Teach
First** | Training
Partner

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

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Introduction

Welcome to year two of the Teach First Early Career Framework (ECF) programme. We are delighted to help you get the best possible start to your 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 to develop your practice.

This programme guide will support you with year two of the ECF programme. It contains:

- course delivery information
- the differences between year one and year two
- the roles and responsibilities of the ECF induction tutor, early career teacher (ECT) and mentor
- the ECT training programme
- optional career development modules for ECTs
- ECT role and responsibilities
- how the ECF supports statutory induction
- appendices, including the programme member code of conduct

Key roles

MENTOR

Your mentor is a subject / phase specialist in your school. They are responsible for your progress as an ECT. Your mentor will meet with you regularly to support you in your development.

ECF INDUCTION TUTOR

The ECF induction tutor has overall responsibility for your development as an ECT and will ensure you are able to engage effectively with the programme.

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 you and your mentor in school.

FACILITATORS

They're experienced practitioners who will be delivering induction sessions and termly seminars.

What happened in year one

During the first year of the programme, you should have attended two seminars per half term. They were linked to the content covered in your online study materials. The purpose of these sessions was for you to receive further CPD linked to standards covered in the ECF, hear from expert colleagues, and have an opportunity to further discuss, practise and reflect on learning from the online study materials as you applied it to your own practice. You should have also received weekly instructional coaching from your mentor.

The following table identifies the training session topics covered across the first year:

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

Why you revisit content throughout the ECF programme

Research suggests that it can take somewhere between five to seven years to develop teacher expertise (Berliner, 2004) and that teachers can continue to develop many years after this (Papay and Kraft, 2016).

It is important to note that the Early Career Framework and the Core Content Framework are very similar. This means that concepts will be built upon from initial teacher training to the Early Career Framework and these concepts will again be revisited in year two of ECF. This approach to your professional development will enable you to build complex mental models and automaticity in your practice and across a wide range of contexts. In year two you will also have more autonomy over your learning by identifying areas for development in collaboration with your mentor and will select specific modules and sessions from the year one self-directed study to revisit. This will strengthen your implementation of key strategies and help refine subtle and more complex aspects of practice.

Like last year, you will access the year one self-directed study in silo, without the opportunity to discuss key concepts or strategies with others. Therefore, some material that you covered in the year one self-directed study will be revisited in your seminars. This is because we know that learning takes place and is embedded through discussion and elaboration (Rosenshine, 2012). The seminars have been designed in collaboration with our subject matter experts to build on key themes covered in year one. These sessions will consolidate and stretch understanding and will be explored through a subject-specific lens to help you develop subject and pedagogical knowledge which is essential for being an effective teacher (Coe et al, 2014).

Teach First and the ECF



By engaging in the Teach First's ECF programme, you'll benefit from the following:

- **School-led approach:** Developed with schools, for schools.
- **Experience:** Over 20 years experience 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.
- **Connections:** Get connected to our network of thousands of schools, teachers and leaders.
- **Wellbeing:** A module available for teachers and mentors to help manage their workload and wellbeing.

Course delivery

MY TEACH FIRST

This year, the course will continue to be delivered through My Teach First which is our online platform. You'll get your log in information by the start of term. If you have any technical issues, get in touch via the ['contact us'](#) button on My Teach First.

BRIGHTSPACE

Brightspace is the learning management system used to store your self-directed study content and access further additional resources such as the My Wellbeing course and the optional career development modules.

You can access Brightspace through your My Teach First platform. If you have any issues accessing Brightspace you should use the ['contact us'](#) button located on My Teach First.

Access to the My Wellbeing course

The My Wellbeing course will still be accessible in year two of the ECF programme. It is designed to help you feel and perform at your best. You'll find it on My Teach First and can access it at any point. It will support you 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 these guide your life.

Roles and responsibilities

We know that having support from your mentor and school is often the key to success. To help you understand what your ECF induction tutor and mentor expect from you, and what you can expect from them, we have outlined their roles and responsibilities alongside your role in the following table:

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

Your ECF induction tutor will be provided with access to Brightspace. This means they'll be able to access the content created for you and your mentor, as well as track and monitor your engagement. ECF induction tutors will be provided with your engagement data as this is a DfE-funded programme and funding is dependent on participation. If there are concerns around a continuous lack of interaction with these resources, your delivery partner will discuss this with your mentor and ECF induction tutor.

In addition, 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 you, your mentor and ECF induction tutor.

If you are unable to meet the engagement requirements, you may be withdrawn from our ECF programme and your school will need to find an alternative route or method for them to meet the expectations of the ECF. You will find more detail and information about the engagement policy on My Teach First.

Programme structure

Induction

The induction will help you understand the purpose and structure of year two, which is different to year one. It consists of a six-hour long face-to-face induction session. The induction will include information on:

- the purpose and structure of year two
- building on prior knowledge – understanding how the content is sequenced
- using Brightspace in year two and how this will differ to year one
- a walk-through of the development cycle
- developing as an inclusive practitioner
- ensuring your workload is sustainable
- your roles and responsibilities
- how you can use networks to support your professional developments

In-year training

The aim of the second year is to secure and further develop your pedagogical knowledge and skills in your subject and / or phase. This year, your training has been organised into cycles of development which occur every half term, meaning that you will complete six cycles across the year.

For each half term's development cycle you will:

- complete a retrieval quiz and revisit identified areas of self-directed study from year one (45 min)
- attend a seminar (1 hour 30 min)
- arrange and attend a demonstration (observation and / or discussion) (1 hour per half term)
- have three fortnightly interactions with your mentor (1 hour each)

The focus for each cycle is outlined in the table below:

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

These themes have been selected as they are considered some of the more challenging aspects of teaching to master. To support your development as a teacher, your mentor will help you to identify the highest-leverage area for development linked to these themes. However, it might be that your highest-leverage area for development falls outside of the development cycle focus, and you instead select a focus that will best support your development.

DEVELOPMENT CYCLE STRUCTURE PER HALF TERM

Week 1	<p>Retrieve – <i>Self-directed study (45 min)</i></p> <p>ECTs complete a retrieval quiz in preparation for the seminar and revisit content from year one.</p>
Week 1–2	<p>Extend – <i>ECT seminar (1 hour 30 min)</i></p> <p>ECTs explore key pedagogical themes through the lens of a subject and phase.</p>
	<p>Refocus – <i>Mentor interaction 1 (1 hour)</i></p> <p>A developmental area is chosen for the ECT to work on for the rest of the cycle.</p>
Week 2–3	<p>Demonstration – <i>Observation and / or discussion (1 hour)</i></p> <p>ECTs attend an observation and / or a discussion with an expert colleague focused around their area of development. Where possible, the mentor also attends. ECTs also complete a reflection on their observation and/or discussion on Brightspace and use this to inform their deconstruction interaction.</p>
	<p>Deconstruction – <i>Mentor interaction 2 (1 hour)</i></p> <p>The ECT and mentor discuss what was observed and formulate a plan of how to integrate new learning into practice.</p>
Week 3–5	<p>Integration</p> <p>ECTs integrate new learning into their practice.</p>
Week 5–6	<p>Feedback – <i>Mentor interaction 3 (1 hour 10 min)</i></p> <p>Mentors attend a drop-in observation (10 min) focused upon the new practice, followed by feedback and practice using the feedback model. Then the training and retrieval focus of the next development cycle is discussed.</p>

RETRIEVE

At the beginning of each cycle you'll complete a retrieval quiz. This will support recall of key information and highlight any areas that you could revisit to support further development. After completing this, you can also revisit areas of the self-directed study from year one that link to the focus of the development cycle.

EXTEND

After you've revisited the self-directed study, you'll attend a seminar. In year two, the seminars explore key concepts from the ECF through a subject- or phase-specific lens. The concepts and knowledge shared in the seminar will run as a theme through the rest of the development cycle. The seminars are all:

- scheduled for week one or two of each half term
- attended by ECTs who teach the similar phase or subject
- delivered by subject specialists

To ensure high-quality subject-specific content is delivered, these training sessions have been designed in collaboration with our subject matter experts. These sessions will provide an opportunity to work alongside your fellow subject specialists in exploring the application of the Early Career Framework within your subject.

REFOCUS (MENTOR INTERACTION)

After the seminar you'll meet with your mentor to decide what the highest leverage area is for you to improve your practice. Ideally, the focus should link to the development cycle focus for the half term but it may be that your area for improvement is different and you choose to target part of your practice that

isn't aligned with this. The key is selecting an area of practice that will make the biggest difference to you. Once you've agreed a development focus and action step, you'll then need to arrange attendance at a demonstration (observation and/or discussion) by a colleague who demonstrates high-quality practice in your focus area. Your mentor will support you with this and may choose to join you in the demonstration.

DEMONSTRATION

A demonstration is either an observation of a colleague or a discussion with a colleague who exemplifies excellent practice linked to your area of development. This demonstration can take the form of a lesson observation or discussion so that some practices that may be hard to see in use in a lesson can be shared and explored through discussion and modelling.

DECONSTRUCTION (MENTOR INTERACTION TWO)

After the demonstration, you'll attend your second mentor meeting where you'll discuss what was observed and plan how to integrate new strategies, techniques, or approaches into your practice.

INTEGRATION

You'll then spend one to two weeks implementing this into your classroom practice before meeting with your mentor, who will provide feedback.

FEEDBACK (MENTOR INTERACTION THREE)

This meeting will be structured using instructional coaching and the feedback model. Depending on your area of development, your mentor will either arrange an informal drop-in observation or a discussion, both of which will be followed by feedback and an opportunity to practice.

During the final part of this interaction, you'll discuss the focus of the next development cycle and identify areas of the self-directed study that you might wish to revisit at the beginning of the next cycle.



Sequence of training

Your training has been broken down into a weekly sequence for each half term.

The sequence outlines:

- the self-directed study materials that you could revisit
- the focus for the fortnightly mentor interactions
- the topic of your seminar and the weeks in which this may take place
- the weeks in which the demonstration may take place

The table below shows the sequence for the first half term. Each half term has a different developmental focus.

HALF TERM 1 – DEVELOPMENT CYCLE 1: DEVELOPING PUPILS’ INTRINSIC MOTIVATION	
WEEK	ACTIVITY
TBC*	Mentor induction <ul style="list-style-type: none"> • Mentors complete 1 hour 30 min of self-directed study. • Mentors attend a 3 hour induction session.
	ECT induction <ul style="list-style-type: none"> • ECTs complete 6 hours induction session.
1	Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one: <ul style="list-style-type: none"> • Module 1 – Session: Developing motivation through a supportive environment • Module 2 – Session: Considering how to introduce new knowledge to pupils • Module 2 – Session: Using worked and partially completed examples • Module 5 – Session: Further developing prior knowledge • Module 5 – Session: Providing additional scaffolds
2-3	Extend – ECT seminar Developing pupils’ intrinsic motivation.
	Refocus – mentor interaction one Focus: Decide upon an area of development.
	Demonstration – observation/discussion Where possible, ECT observes or has a discussion with an expert colleague focused on their chosen area of development.
	Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.
3-5	Integration ECT incorporates new learning into their practice.
5 Or 6	Feedback – mentor interaction three Mentors carry out a drop-in observation and/or discussion with their ECT around the highest-leverage area of development specified in mentor interaction one.
1-6	Mentor training Mentors complete self-directed study.

* Your delivery partner will confirm your induction dates with you.

Leadership series (optional)

You'll have the opportunity to engage with some of the optional leadership series. This series will be available on the Brightspace platform, accessed via My Teach First. The series has been designed to support you as you begin to consider progression in your role. You might like to discuss the series with your mentor so they can support you to decide which aspects might best support your continued development.

The following table has a short synopsis of each session:

OPTIONAL SESSIONS	
TITLE	SYNOPSIS
Implementing research in your classroom	Engaging with research and implementing learning into the classroom is an important part of being an effective teacher and leader. This session will support you to find and select high-quality research evidence to inform your practice. It looks at the key considerations for implementing learnings from research, along with resources and practical advice to support you to engage and critique the evidence.
An introduction to becoming a careers leader	Becoming a careers leader for your school means that you can help support pupils to make informed choices that will shape them and their future. This session will provide an overview of the crucial role of the careers leader in the delivery and implementation of an effective and inspiring careers guidance programme that will have whole-school impact. Much of the session looks at careers provision in secondary schools and colleges, but it also outlines the importance of careers-related learning for young children and how this can look in primary schools.
An introduction to effective mentoring	Effective mentoring can have a transformational impact on a novice teacher's practice. This session will develop your understanding of the foundations of effective mentoring and will introduce some strategies that can support novice and developing teachers.
Preparing for middle leadership	This session will introduce the different roles and responsibilities of a middle leader and how you can progress your career. It will encourage you to consider your own strengths and areas for development, how to effectively lead others and how to support your own wellbeing and manage your workload as you take on additional responsibilities.

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?

You can engage with the course as much or as little as you wish. It can be accessed through Brightspace.

ECT role and responsibilities

ENGAGE WITH SELF-DIRECTED STUDY

You'll complete a retrieval quiz at the beginning of each module and access any content from year one that you feel you need to revisit. You will have 45 min per half term to complete this quiz and revisit areas from year one.

ATTEND SEMINARS

As an ECT, you will be expected to attend one seminar per half term, along with your induction; you will also be expected to catch up with any missed content and communicate any roadblocks to prevent from falling behind.

ARRANGE DEMONSTRATIONS

You'll be expected to observe and / or have a discussion with an expert colleague focused on your chosen area of development each half term. It is your responsibility to work with your mentor to select an appropriate expert colleague and arrange a demonstration with them.

ATTEND DEMONSTRATIONS

You'll be expected to attend one observation and / or discussion with an expert colleague in school per half term.

INFORM YOUR DELIVERY PARTNER IF YOU ARE UNABLE TO ATTEND A SEMINAR

If you are unable to attend seminars on a specific day throughout the year, you'll need to contact your delivery partner.

Your development and engagement on the ECF is measured through your interactions with the content and attendance at seminars. If there are concerns around a continuous lack of attendance, your delivery partner will discuss these with your mentor and ECF induction tutor.

Mentor interactions

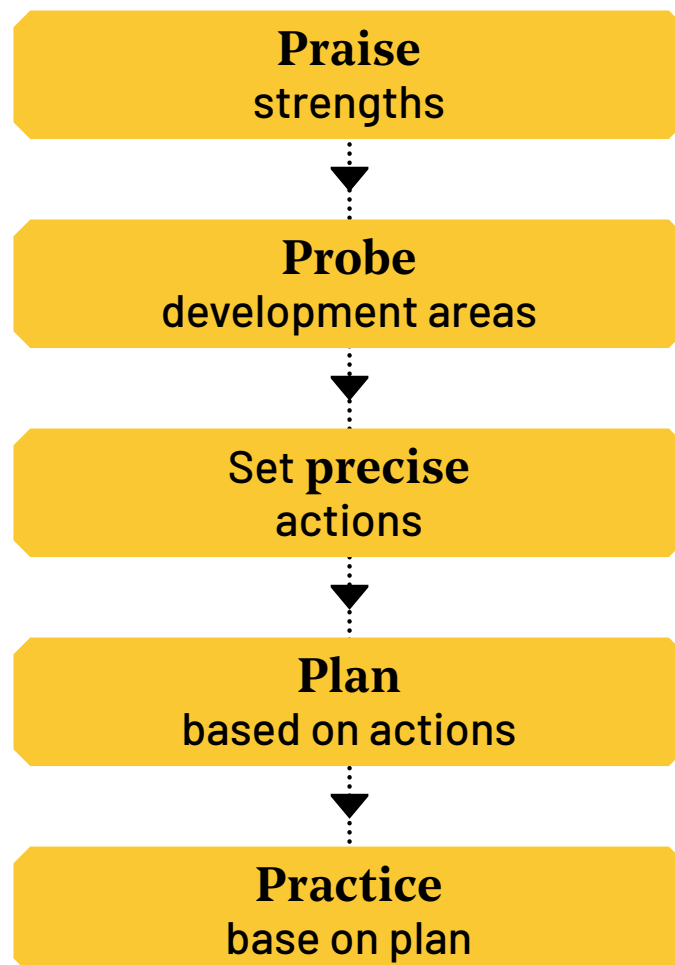
Interaction structure

There will be three mentor interactions per half term that take place fortnightly. The first two interactions will be discussion based and the third will be structured using the feedback model. This model has been created based upon the principles of instructional coaching.

The feedback model and instructional coaching

Evidence suggests that instructional coaching has a higher impact on pupil outcomes when compared to other forms of professional development. It moves away from the traditional lesson observation which can be generic, often with targets which are too broad or that provide the 'what' but not the 'how', and instead focuses on giving targeted feedback with the opportunity for you to practice actioning this with your mentor.

The feedback model will enable your mentor to give you specific and actionable feedback. It will help you to identify your strengths and areas of development. Following this, it will provide you with a space to plan and practice actions linked to your areas of development, which is crucial as it helps to build automaticity of good teaching practice. The stages of the feedback model are outlined in the following diagram.



Weekly development cycle guide

To support you at each stage of the development cycle, we have provided a 'development cycle guide' for you to refer to. This outlines what will happen at each development cycle stage and how you will be supported. This can be found in the following table. On page 18, you will find another table which details the areas of self-directed study that you can revisit during the 'retrieve' stage.

DEVELOPMENT CYCLE GUIDE	
WEEK	ACTIVITY
1	<p>Retrieve – complete the retrieval quiz and revisit areas of choice from the self-directed study from year one (the table below identifies some areas of the self-direct study from year one that may be helpful for you to revisit).</p>
1-2	<p>Extend – ECT seminar You'll attend a seminar based on the development cycle focus.</p>
	<p>Refocus – mentor interaction one Focus: Decide upon an area of development</p> <p>Stimulus (retrieval quiz, self-directed study and seminar) Discuss the seminar you attended with your mentor and explore areas for development. Decide on the highest-leverage area for development and discuss what the action step will be.</p> <p>Decide which expert colleague will be best able to demonstrate the focus area of development and arrange an observation and discussion or a discussion (depending on the focus). Ensure you share the focus area for development with the expert colleague so they know what you will be looking for.</p>
2-3	<p>Demonstration – observation and / or discussion Observe and / or have a discussion with an expert colleague focused on your chosen area of development.</p> <p>Where possible, your mentor will attend the demonstration (observation and / or discussion) with you so that you can discuss learnings during the deconstruction. If an observation is arranged, ensure that there is time for discussion with the expert teacher following the demonstration. During the discussion element of the demonstration, make sure you ask questions to explore the expert teacher's choices and decisions.</p> <p>We recommend the following:</p> <ul style="list-style-type: none"> • Where the main part of the demonstration is an observation, there should also be time for you to have a discussion with the expert so you can ask any questions about the practice or how it was incorporated. • If a discussion seems more appropriate, where possible your mentor will also arrange an observation of classroom practice that is linked. For example, if your focus is on building in retrieval practice over a sequence of lessons, your mentor could observe you performing retrieval in your lesson and consider how it fits within the wider sequence of work. • The timing split between the observation and discussion during the demonstration should be balanced to suit the development focus. For example, if observation is necessary throughout the lesson, the split could be a 50 min observation and a 10 min discussion. Alternatively, if the skill demonstrated only occurs for a short duration of time, then the split might be a 15 min observation with a 45 min discussion. If the skill cannot be observed in classroom practice, then this would be run as a 1 hour discussion. You and your mentor will need to decide how to split this time.

DEVELOPMENT CYCLE GUIDE

WEEK	ACTIVITY
2-3	<p>Deconstruction – mentor interaction two Focus: Deconstructing the approach from the demonstration.</p> <p>During this interaction, you'll explore how the expert teacher supported pupil learning and helped them achieve success.</p> <p>Consider the identified area for development (action step) and discuss how you can integrate and apply what you've learnt from both the seminar and the demonstration in your practice.</p>
3-5	<p>Integration ECT incorporates new learning into their practice.</p> <p>Suggested professional progress review (half terms 2 and 4) or formal assessment (half term 6). For more information on how the ECF training supports induction, please see Appendix B.</p>
5 Or 6	<p>Feedback – mentor interaction three Your mentor will carry out a drop-in observation and / or discussion. This will focus on the highest-leverage area of development (action step) specified in mentor interaction one.</p> <p>We recommend that, wherever possible, the interaction consists of an observation and follow-up discussion. However, there may be times when it is more appropriate to have discussion-based interactions. For example, if your identified area for development is to plan in opportunities for retrieval practice in a scheme of work then the time might be best spent discussing and reviewing your plans.</p> <p>We would, however, strongly recommend that a short drop-in observation is arranged at least once a half term to enable your mentor to observe your practice. For example, if the development cycle focus was to plan in opportunities for retrieval practice in a scheme of work then your mentor might do a drop-in observation to see how you perform retrieval practice and the impact that building regular retrieval practice into the scheme of work is having on pupil learning.</p> <p>During the observation / discussion your mentor will consider how the identified area for development has been integrated into your practice.</p> <p>After the observation / discussion, feedback will be provided using the instructional coaching model:</p> <div data-bbox="225 1525 1461 1653" style="text-align: center;"> <pre> graph LR A[Praise strengths] --> B[Probe development areas] B --> C[Set precise actions] C --> D[Plan based on actions] D --> E[Practice based on plan] </pre> </div> <p>By asking precise and direct questions and probing, your mentor will help you to set precise actions.</p>

Self-directed study to revisit

The following table outlines the self-directed study materials from year one that you may wish to revisit at the beginning of each development cycle.

SELF-DIRECTED STUDY		
HALF TERM	DEVELOPMENT CYCLE FOCUS	SELF-DIRECTED STUDY TO REVISIT
Half term 1	Developing pupils' intrinsic motivation	<p>Module 1 – Session: Developing motivation through a supportive environment</p> <p>Module 2 – Session: Considering how to introduce new knowledge to pupils</p> <p>Module 2 – Session: Using worked and partially completed examples</p> <p>Module 5 – Session: Further developing prior knowledge</p> <p>Module 5 – Session: Providing additional scaffolds</p>
Half term 2	Supporting pupils to develop subject specific skills	<p>Module 2 – Session: Considering how to introduce new knowledge to pupils</p> <p>Module 3 – Session: Explanations and modelling</p> <p>Module 6 – Session: Identifying concepts, knowledge and skills</p> <p>Module 6 – Session: Sequencing teaching and learning</p> <p>Module 6 – Session: Helping pupils to master important concepts, knowledge and skills</p>
Half term 3	Using meaningful and memorable explanations	<p>Module 2 – Session: The working and long-term memory</p> <p>Module 2 – Session: Considering how to introduce new knowledge to pupils</p> <p>Module 3 – Session: Explanations and modelling</p>
Half term 4	Anticipating and addressing common misconceptions	<p>Module 4 – Session: Planning for effective assessment</p> <p>Module 4 – Session: Monitoring misconceptions</p> <p>Module 6 – Session: Helping pupils master important concepts, knowledge and skills</p>
Half term 5	Using structured talk to develop pupils' literacy skills	<p>Module 3 – Stretch: Supporting the development of 'Accountable Talk' in the classroom</p> <p>Module 5 – Session: Developing high-quality oral language</p> <p>Module 5 – Session: Developing reading and writing</p> <p>Module 5 – Stretch: Developing structured talk and writing</p>
Half term 6	Developing a coherent curriculum	<p>Module 6 – Session: Identifying concepts, knowledge and skills</p> <p>Module 6 – Session: Sequencing teaching and learning</p> <p>Module 6 – Session: Helping pupils to master important concepts, knowledge and skills</p>

Statutory induction

ECF-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme. An appropriate body 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 you 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 have provided the induction training that you were required to complete your induction last year.



Appendix A: 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 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, respectful 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 (for example, 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 or 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 / 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 teachfirstwelfare@teachfirst.org.uk an email 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?

References

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