

FAQs from the information sessions April-May 2021

| Pre-September 2021 cohort | |
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| I have an NQT who started in April. Can I still get access to the 'old' documentation? I have another starting in Sept so will be operating both systems. | Paperwork for both cohorts will be on Bradford Schools Online and also on NQT Manager. The “old” documents will remain there as long as we have people in the Pre-September 2021 cohort on our register. |
| We have a current NQT who started in Jan 21 and we found out that the couldn't start the Teach First programme as it was closed - will they have to start again in Sept? | They will not have to start any programme afresh in September, but their final term should have regard to the Early Career Framework Induction Guidance para 1.6 |
| For our ECTs who started this year (Pre-Sep 2021 cohort) do formal assessments and progress reviews take place? | Induction regulations for the Pre-September 2021 cohort are exactly as they are currently – no progress reviews, only 3 termly assessments |
| Our current ECTs will still complete Year 2 of the pilot of the framework won't they? | If you are still with a provider, yes. They will have finished their induction but are eligible in Bradford schools to take part in the ECF year 2 pilot but there are no assessments in year 2 of the pilot. They will be eligible for the 5% release time. |
| My ECT started in Sept 2020 she is not staying with us next year does she have to do the second year of induction in another school in order to pass? | No. NQTs who complete three terms of induction between September 2020 and July 2021 will finish their induction at that point. If they are in a Bradford school in year two of their career they are eligible to take part in the pilot of the ECF rollout (if a school chooses to engage with it) but they have finished induction. |
| I have 2 part-time ECTs who started part-way through the year and who are not staying next year. Does that mean they can pass or will they definitely need to remain | If they have only completed two terms they will need to undertake another term (or term's equivalent if still part-time) in another school before they pass their |

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| as ECTs at their next school? They have only completed 2 terms | induction. There is no option to reduce induction for these ECTs. |
| If an ECT is no longer with us at the end of this academic year (2020-21) having passed his induction, is he required to sign up to the 2nd year if he is working with another school? | If the school is a Bradford school and therefore a part of the pilot, then yes, he will be permitted to, but it up to the school whether they are taking part in the pilot or not. However, it is not a requirement. He should ask the question of any new school prior to starting. |
| I have an ECF who started with us Sept 2020, but then went on Mat leave in Jan 2021. They have completed 1 term, what do I do about picking this up? | This ECT will be a part of the Pre September 2021 cohort and will have until September 2023 to finish induction in three terms. If they do not manage to do this ECTs in this position will have to do four more terms (the total equivalent of two academic years) in order to complete. Induction Guidance paras 1.5 and 1.7 |
| Mentor and tutor roles and responsibilities | |
| Should the tutors be subject specific as well as the mentors? | There is no requirement for tutors to be subject specific. The expectations of the role are described in the Induction Guidance paras. 2.41 and 5.6 |
| What is the expectation of tutors with regards the number of observations? | There is no specified number of observations which must take place by the tutor, but they must be “at regular intervals throughout their induction”. Historically this has been at least once each half term but this must also take into account the number of times ECTs are observed by the mentor as part of the instructional coaching process. Induction Guidance paras 2.44 and 2.45 |
| Is it expected that tutors have regular meetings with ECTs or is this just for assessment points only? | Yes, regular meetings, but not as regular as those with the mentor. They won’t necessarily need to meet with the mentor and ECT at the same time but should be kept up to date by the mentor about the progress of the ECT. |

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| | <p>Possibly something like 5/6 hours per half term depending on the length of the term:</p> <ul style="list-style-type: none"> • target setting at the beginning; • observations and feedback where relevant; • possibly two progress check-ins during the term; • the progress review at the end. |
| Can one Tutor have more than one ECT? Or is it just one-to-one? | The tutor must have the time to undertake the role and the more ECTs they look after the more time it will require. It is up to a school to decide on the capacity of each tutor. See the Induction Guidance paras. 2.41 and 5.6 |
| Do the mentors have to have meetings with the ECTs every week for the full 10% of ECT time? | Yes, they must meet each week, but no, not necessarily for the full 10% of time. It will be determined by the ECF and the development points the ECT is working on that week. An hour a week minimum is recommended. However each ECT will have different needs of support and development. |
| Will they require release time (for the mentor training/ mentor meetings?) | Yes. Both mentors and tutors must have time to undertake the role on their timetables. Induction Guidance paras 2.41-2.43. |
| Would you expect the tutor would be SLT / management and the mentor be a teacher? | Both colleagues must meet the criteria of Induction Guidance paras 2.41-2.43. |
| Is it recommended that ECTs have the same mentor for both years? | The guidance does not stipulate this. It is for schools to establish their staffing appropriately |
| ECT release time | |
| What is the release time for ECTs in years 1 and 2? | 10% in year 1 5% in year 2 Induction Guidance paras 2.19 and 2.20 |
| Assessments and Progress Reviews | |
| What will the new progress reviews look like? | The expectations of the Progress Reviews are found in the Induction Guidance paras. 2.46-2.51 |

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| | <p>Appropriate Bodies Guidance section 5.2 describes what might be required of a Progress Review.</p> <p>Exemplars of the forms are available in the Appropriate Body Guidance Appendix D</p> |
| Is there a minimum amount you can bank | The minimum period which counts towards induction is one term – Induction Guidance paras 2.32-2.34 |
| What are interim assessments and who completes them? | <p>Interim assessments must be filled in by the current school if an ECT leaves a school after completing a minimum one term and has “banked” one progress review, but before the next review or assessment point. The form assists a new school in checking progress and establishing the right support/programme for the ECT</p> <p>Induction guidance para 2.58</p> |
| Does the induction tutor write all of the reports, rather than the mentors? | <p>Yes, unless, by exception, the mentor is also the tutor.</p> <p>Induction Guidance para 2.52</p> |
| Are we expecting the assessments and reviews to be as lengthy as the current documents if there are numerous to write, or are we looking at a more streamlined assessment form? | <p>The two assessments at the end of terms 3 and 6 will probably be very similar in terms of detail to those currently completed. The progress reviews appear to require slightly less information.</p> <p>See Section 5.2 in Appropriate Bodies Guidance for more information.</p> <p>Templates for each are in Appropriate Bodies Guidance Appendix C and D which should give an indication of the types of forms required.</p> |
| You mentioned a template for the AB assessments - this would be really useful to help design an evidence tracker as I imagine there will be one tutor in my school and several mentors. When would the template be available, please? | <p>CBMDC will continue to use NQT Manager – to be rebranded ECT Manager – and the assessment forms will be created on that system just as they are at present.</p> <p>ECT Manager have said that they will have the system ready for the new induction process by June 1st.</p> <p>In the meantime Appendix C in the Appropriate Bodies Guidance shows the</p> |

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| | DfE suggested template which will be used by ECT Manager |
| Early Career Framework | |
| Why are core and school offers available as alternatives if the DfE is recommending schools follow the full induction programme? | The rationale behind the three routes to follow the ECF are found on the DfE ECF overview page |
| Is there a recommended provider? | CBMDC Appropriate Body is not permitted to make recommendations. Schools are encouraged to check out each of the offers and talk to their MATs, partnerships and collaboratives about their experiences during the pilot year. |
| How do we research and find the right provider for the full induction programme? | Each provider has a website set up which explains their offer. 6 providers – <ul style="list-style-type: none"> • Ambition Institute • Best Practice Network (home of Outstanding Leaders Partnership) • Capita with lead academic partner the University of Birmingham • Education Development Trust • Teach First • UCL Institute of Education |
| Is there a cost for using a full induction programme from the provider? | No |
| If you have completed the programme in the pilot this year with one provider do you have to stick to the same one? | As far as we understand, no you do not, but schools are advised to contact their providers to check the details |
| With the pilot ECTs had to start in September to take part, will this be flexible now? As in they can start whenever they join your school? | Yes. Providers have confirmed that ECTs can start the programme whenever they join the schools from September 2021. |
| Ad hoc absences | |
| Is it possible to explain the absence regulations | ECTs can have up to 29 days' absence each year before any action is taken with regards extensions (with the exception of statutory maternity leave, statutory paternity leave, |

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| | <p>shared parental leave, statutory adoption leave, or parental bereavement leave) 30+ days of absences in either year of induction would trigger an automatic extension. The extensions should be added to the corresponding part of induction, e.g. if a teacher is absent for 35 days in year 1, the extension should be added to the end of year 1</p> <p>Induction Guidance para 3.6</p> <p>Schools should remember that normal HR processes must be used whenever absence triggers are reached, regardless of the 29 day allowance</p> |
| Funding | |
| Is there funding for 10% off timetable for ECT in first year? | <p>No. There is no additional funding for ECTs in year 1. The expectation is that schools will support this as they have in the past. There is additional backfill funding for mentor time in year 1, for schools following the full induction programme and funding for mentors and ECTs for year 2</p> <p>Details can be found on the DfE ECF overview page</p> |
| Is it the expectation that the mentor meets with ECT for an hour a fortnight in the second year? | <p>Yes. The time for the Mentors and ECTs to meet will reduce in the second year and the expectation is that approximately once every two weeks is what will be required.</p> |
| Is there funding for schools with year 2 teachers who will be following the ECF pilot? | <p>Yes. Schools should discuss with their providers how they access this.</p> |
| If a mentor has two ECTs does the school receive funding per ECT or per Mentor? | <p>We have been informed that this is per ECT</p> |
| DfE portal | |
| What is the new portal we have to use? | <p>Manage Training for Early Career Teachers.</p> <p>Schools must register on this portal if they are using full induction or core programmes. School based programmes are not required to be registered on here.</p> |