

**Give the best start to your
early career teachers with our
Early Career Framework
training programme**



Capita



UNIVERSITY OF
BIRMINGHAM



Our Early Career Framework programme aims to improve pupil outcomes and life chances through the development of high-quality, highly skilled and motivated teachers, who are committed to their own professional development and refinement of their practices.

This vision defines everything that we do, and is reflected in the experience that our participants have and the benefits that your school will be able to see.



What is the Early Career Framework?

The Early Career Framework (ECF) is a framework of standards to help early career teachers (ECTs) succeed at the start of their careers. The framework became statutory in 2021 and aims to give ECTs the support they need during this critical time of growth and development. ECTs are entitled to two years of ECF-based training.

Capita's funded ECF-based training programme – developed with our lead academic partner, the University of Birmingham – will ensure your new teachers walk into the classroom confidently and with the practical skills and insight to enhance teaching and learning. By focusing on the five key areas of behaviour management, pedagogy, curriculum, assessment, and professional behaviours, early career teachers are given the tools they need to thrive – and to make the most difference in the classroom.

ECF-based training at a glance



Two years of new,
funded, high-quality training



Access to free
learning and development materials



Funding for 5% time
away from the classroom for
teachers in their second year



A dedicated mentor
and the right support for them,
including access to funded
high-quality training



Funding to cover mentors' time with the early career teacher in the second year of teaching.



How we can help you

Capita and the University of Birmingham's ECF-based training will ensure your early career teachers receive the support they need during their first two years of transition and development.

It's fully funded, so there are no costs, unfunded time or resources required from your school. Most importantly, it'll help your new teachers feel more confident and in control at the beginning of their careers, supporting greater staff retention and better outcomes for pupils. **Our provision is made up of:**



Content developed by our lead academic partner, the University of Birmingham's School of Education, a leader in high-quality research and education.



A curriculum that meets all your ECF and early career teacher requirements, and which is sufficiently flexible to meet speciality, subject, phase and contextual priorities and needs.



A specialised ECF-based training team sourced from schools and the wider education sector. This includes a programme champion, who leads our programme design and delivery and brings extensive senior leadership experience to the programme, working in partnership with curriculum developers to assist with the structure and design of our content.



A practical and engaging combination of face-to-face and online learning, making it easier for early career teachers and mentors to learn quickly and effectively.



Peer-to-peer support that provides opportunities for participants to network and learn from other early career teachers, often working within the same school phase.



Timely training for mentors as well as funded time out of the classroom.



A countrywide network of experienced partners who deliver our ECF-based training using highly trained facilitators, bringing the learning to life and supporting participants throughout their ECF journey. We're also responsive to ongoing feedback from our participants, which helps to shape our programme and keep it relevant and up to date.



Built-in flexibility, by enabling part-time and in-year starting early career teachers to engage with our learning in a way that is fully inclusive and reflects their different working patterns.



Specialist cohorts for special schools and alternative provision settings available nationally.

Capita's ECF-based training programme fast facts

Year one

Year two

40

minutes of
self guided
study a week

01

conference

15

minutes of self
guided study a
week

01

conference

19

hours of
training with
expert facilitators

39

hours of
mentor
support

15

hours of
training with
expert facilitators

20

hours of
mentor
support



Programme start



Programme completion

Why choose us?

Our commitment to supporting teacher workload

Supporting teacher workload is our priority, and we've kept this at the centre of our planning when designing our curriculum. We offer a flexible programme with taught and self-study sessions, requiring no pre-reading or additional follow up. Self-study can be accelerated or managed to suit work commitments and responsibilities, while further reference sources and materials are available for participants who choose to extend their learning beyond that which is required for the ECF.

Our unique curriculum

Composed of three curriculum elements, we provide expert, contextualised training and resources for all early career teachers and mentors. Our curriculum is designed in consultation with practitioners and senior leaders in schools to ensure content is balanced and relevant, guaranteeing excellent teaching and learning outcomes. It includes:

- **Facilitated live events:** Taught curriculum inputs, led by expert facilitators and delivered as part of a local delivery partner network, for both early career teachers and mentors.
- **Self-study learning:** High-quality, relevant, online self-directed learning, which delivers bite-sized, regular learning and resources for ECTs and mentors, provided via our learning experience platform (LXP)
- **Mentor coaching:** Guided weekly in-school mentor coaching and observations which build on the learning of the taught and self-directed curriculum, to personalise application within the individual early career teacher's setting.

Academic excellence

Our ECF-based training lead academic partner is the University of Birmingham School of Education, who have led the content creation and delivery of our curriculum. The School of Education is renowned for its high-quality research and industry collaborations, which continue to increase the wellbeing of teachers and pupils throughout the UK.



National footprint of partners

We work with a network of regionally-based delivery partners – all are highly-regarded and academically experienced higher education institutes with excellent track records in the delivery of initial teacher training through to advanced professional qualifications. This network forms a seamless transition for early career teachers, while contributing enormously to our curriculum's content and design and ensuring that context-specific case studies, that consider the background and settings of ECTs and their mentors, are included in the programme.

Special school and alternative provision programme

We offer a national ECF-based training programme for special schools and alternative provision settings, delivered by bespoke facilitators with expertise in these specialist settings. We bring together early career teachers and mentors in a remote delivery model that reaches all parts of the country. We ensure our ECF-based training programme is personalised and applicable for the development of teacher skills and strategies to benefit the individual needs of pupils.

Technology-enhanced, people supported

Our programme is hosted and supported through Capita's learning experience platform that provides early career teachers, their mentors and school induction leads with central, easy-to-navigate resources to support progress through the programme. Where individual guidance is required, we work in collaboration with our delivery partners to provide any necessary support and ensure that participants feel motivated, empowered and equipped to fully engage in their learning. Responsive, timely and effective specialist support is also available via our dedicated mailbox.





What do our early career teachers and mentors think?

We believe our programme is a success when participants feel involved and enthusiastic, and can see the difference it's making within their school setting. Here's what some of our year one ECTs and mentors have told us since they began their journey in September 2021.

“

As a mentor, it has made me reflect on my own teaching and also be very specific when supporting my early career teacher.”

“

I have been very aware of what I need to work on, and the fact that I have completed one module per week has allowed me to focus on only one takeaway per week. This has made my learning and improvement more manageable.”

“

It has given me more skills and techniques to use in my everyday practice. I really value this extra support, being so new to the profession it's always helpful for the reminders and introduced to new learnings.”





A closer look at our ECF-based training programme

Year one overview

ECT Y1 Term 1

ECT Y1 Term 2

ECT Y1 Term 3

Induction webinar (1hr)
and conference (1 day)

Clinic (1.5hr)
Meeting Pupil
Needs

Clinic (1.5hr)
Challenging
Behaviour

Clinic (1.5hr)
Parents and
Carers

Clinic (1.5hr)
Adaptive
Teaching

Clinic (1.5hr)
Well-being and
Workload

Clinic (1.5hr)
Literacy
(Reading)

Theme: Behaviour

Theme: Instruction

Theme: Subject

Weekly self-guided study (40 mins)

Weekly mentor meeting (including 15 min observation, 45 min reflection and coaching)

In year one early career teachers receive:



Six 90-minute
content focused clinics



One-day
conference



Weekly 45-minute
coaching meeting, following a
15-minute observation session



40-minute independent
self-study per week (focusing on
behaviour, instruction and subject).

Year one kicks off with a welcome induction and conference. Our programme is made up of six modules (one per half term), focusing on:



Supporting all learners

Focuses on understanding the needs of and supporting all learners in the classroom, understanding the needs of and supporting pupils with SEND, and how to provide safe, predictable environments where all pupils can experience success.



Adaptive teaching

Looks at how to effectively adapt teaching to meet individual needs without creating unnecessary workloads. Building on the principle of high expectations for all pupils, early career teachers will explore the application of strategies within their own teaching and school setting.



Dealing with challenging behaviour

Addresses the wide-ranging issues of behaviour management that early career teachers will encounter in their day-to-day teaching. Key areas of focus include providing safe and secure environments for all pupils, managing low level disruptive behaviour, dealing with bullying, safeguarding responsibilities, school behaviour policies and support available for ECTs.



Teacher wellbeing and managing workload

Examines the factors that contribute to teacher workload, the importance of rest and recovery and how to manage this, and the impact on pupils that good teacher wellbeing has.



Building effective relationships with parents and carers

Explores the importance of building trusting relationships by liaising with parents, carers and colleagues to better understand pupils' individual circumstances. This includes working together with the SENCO to support pupils with additional needs, the effective use of parent meeting time, positive impact on high standards of academic and behavioural expectations, and age and phase opportunities to engage parents and carers.



Literacy

Covers evidence-based synthetic phonics, reading fluency and comprehension. It's also the first of two clinics during the two-year induction programme that recognises all teachers as teachers of literacy.





Year two overview

ECT Y2 Term 1

Joint Conference: Wellbeing and Introducing Change (1 Day)

Clinic 7 (1.5hr)
Pupil Wellbeing

Clinic 8 (1.5hr)
Implementing Change (1)

Clinic 9 (1.5hr)
Support and Intervention

Clinic 10 (1.5hr)
Implementing Change (2)

Clinic 11 (1.5hr)
Literacy (Writing)

Clinic 12 (1.5hr)
Implementing Change (3)

Theme: Behaviour

Theme: Instruction

Theme: Subject

Fortnightly mentor meeting (including 15 min observation, 45 min reflection and coaching)

Fortnightly self-guided study (15 mins)

In year two early career teachers receive:



Six 90-minute
content focused clinics



One-day
conference



Fortnightly 45-minute
coaching meeting, following a
15-minute observation session



Targeted revisiting
of independent self-study to support
areas of personal development.

In year two, early career teachers attend a conference at the beginning of the year. There are six modules delivered through clinics, focusing on:

Pupil wellbeing

Focuses on understanding the factors that contribute to pupil wellbeing and how this is essential for academic success. It examines the importance of high expectations for all pupils to promote engagement and motivation, together with the essential safeguarding protocols in schools that support individual pupil wellbeing.

Implementing change (three modules)

Focuses on the evidence-based principles and practices involved when implementing change. These sessions will take early career teachers through the stages of Prepare, Deliver and Review, as they implement their own chosen area of ‘change’, together with critical engagement with research and working with colleagues in order to be successful.

Support and intervention

Builds on the learnings of year one by developing a deeper understanding of the specific needs of autism, speech, language and communication needs, and dyslexia, applying the knowledge in the context of the ECTs’ own school setting.

Literacy

Revisits the understanding that all teachers are teachers of literacy, focusing on speaking and listening, writing and the role they play for all learners.



The role of the mentor

Mentors play both a central and critical role throughout the induction period of your early career teachers. We're on hand to help them, by providing a fully resourced and supportive training experience, equipping mentors with the skills and confidence to work with all teachers, regardless of experience.

Our regular coaching sessions consist of weekly, 60-minute mentoring sessions (made up of a 15-minute lesson observation and 45-minute coaching conversation), which reduces to every second week in year two. It's at these sessions where early career teachers are observed and coached, or where a topic is discussed at length to enhance their understanding of a concept within the school context.



We establish a clear model of 'better' - what it is we want to see and what good looks like - and then focus on small areas for improvement using instructional coaching.



We use instructional coaching and deliberate practice, practising the strategy in an environment as similar to a real classroom as possible.

As a result of the specific and structured training through the two years of the ECF-based training, mentors become highly skilled coaches regardless of teacher stage, an asset for ongoing teacher development and learning throughout your school.



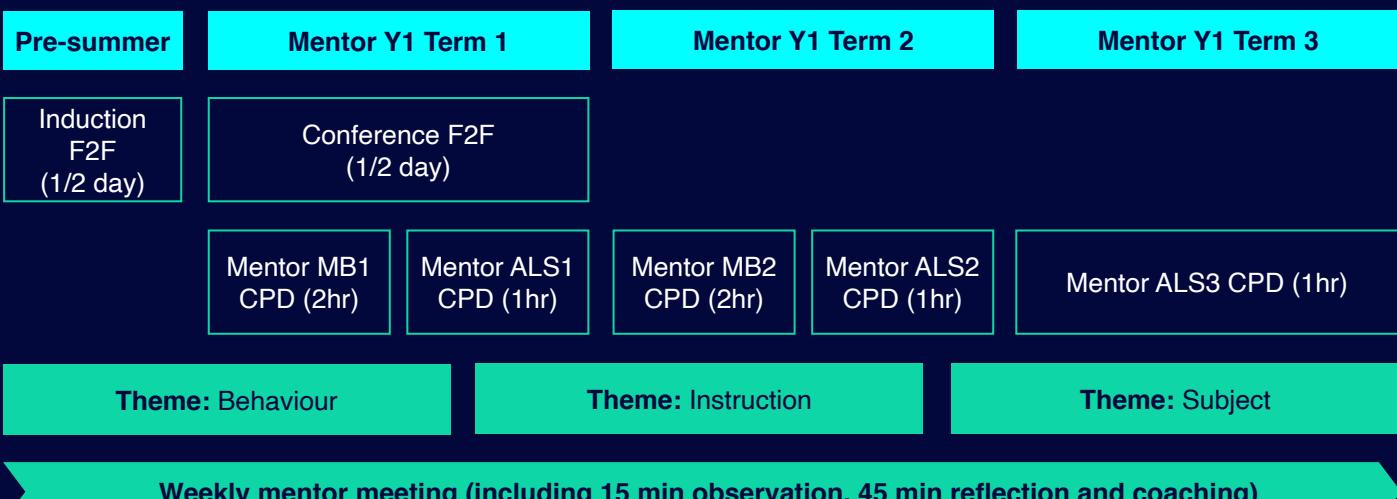


Mentor programme overview and time commitment

Year one - mentors receive:

-
- | | |
|---|--|
| 01
One-day conference
including induction to instructional coaching | 02
Two two-hour Mentor Boost skills development training sessions |
| 03
Three one-hour
Action Learning Sets providing solution focused networking with peer mentors | 04
Hold a weekly 45-minute
coaching meeting with their early career teacher, following a 15-minute precise focus observation |
| 05 Access to the overview of the early career teacher self-study materials, together with 10-minutes per week review of content to support mentor meetings. | |
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Year one ECF-based training mentor programme structure for September 2022



Year two -

observations and coaching reduces to fortnightly, and mentors receive:

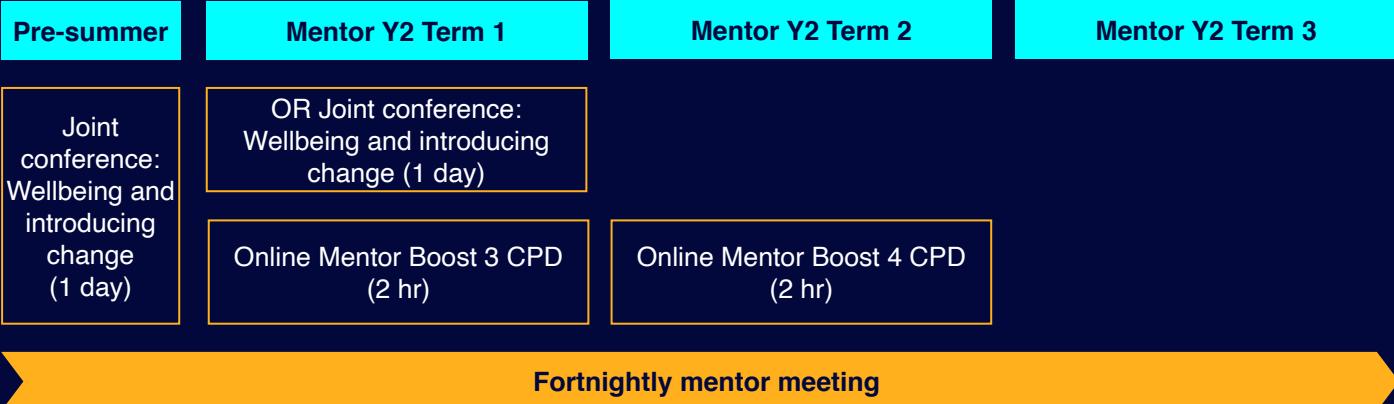
01 **One-day conference**
including Wellbeing and introducing change

02 **Two two-hour Mentor Boost skills development training sessions**

03 **Hold a fortnightly 45-minute coaching meeting with their early career teacher following a 15-minute precise focus observation**

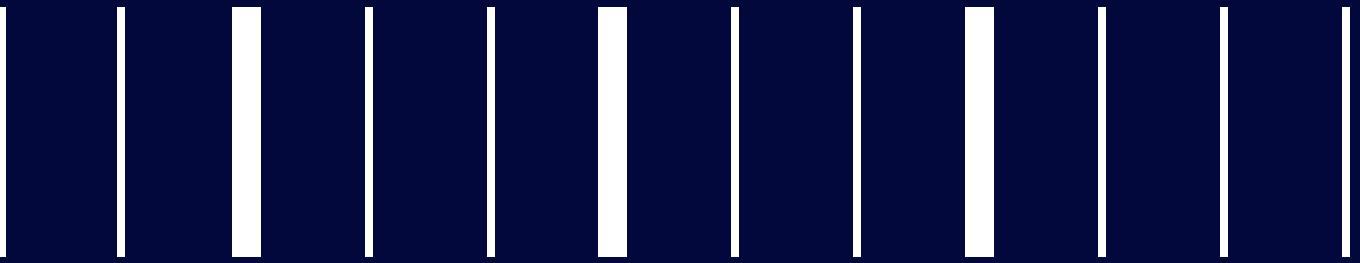
04 **Access to the overview**
of the early career teacher self-study materials to support personal development areas.

Year two ECF-based training mentor programme structure



Our national delivery partner network





Get in touch

To find out how we can help you prepare your ECTs for a fulfilling and rewarding teaching career, contact our ECF-based training team below or visit our [website](#) for more information on how to register.

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 Capita