



Guide for School Induction Tutors (Cohort 1 September 2021 – July 2023)

Audience for this document:

- School Induction Tutors.
- School Headteachers.

Purpose of this document:

- Overview of ECF in relation to induction.
- Guidance on the expected activities of the induction tutor.
- Links to resources and content useful to the role of induction tutor.
- Description of the roles and responsibilities of the Lead Provider and Delivery Partner.
- Description of the roles and responsibilities of the school.

Key terms used in this document:

- **Early Career Framework (ECF)**. Information about the two-year framework is available [here](#).
- **Full Induction Programme (FIP)**. The content and activities for ECTs and their Mentors across the two-year period of induction.
- **Early Career Teacher (ECT)**, which replaces the term NQT from September 2021.
- **Statutory Induction Guidance**. The new framework for induction comes into force from September 2021. The full document is available [here](#).
- **Lead Provider**. There are six DfE accredited Lead Providers for ECF, one of which is University College London (UCL) Institute of Education (IOE).
- **Delivery Partner**. All Teaching School Hubs (TSH), some MATs and some LAs are recognised as Delivery Partners for ECF. The Delivery Partner has a single Lead Provider that it has chosen to work with to provide ECF to schools in its region.
- **Facilitators**. Facilitators are school leaders and teacher leaders recruited by the Delivery Partner. They are deployed to lead ECT and Mentor ECF professional development sessions. They may also be asked to conduct quality assurance on behalf of the Delivery Partner and Lead Provider. Facilitators are expected to attend the facilitator development sessions and agree to their facilitated sessions to be visited for Quality Assurance purposes, including by the DfE, Ofsted and/or any independent evaluator.
- **UCLeXtend**. The online platform through which Delivery Partners, Induction Tutors, Mentors and ECTs access ECF FIP.

Introduction

We are delighted that your school has chosen to work with us as an ECF Lead Provider, through your Delivery Partner. We welcome you and look forward to working with you over this 2-year programme.

The UCL Early Career Teacher Programme is built upon the research base that is the Early Career Framework (ECF). The ECF was written by educational academic and practitioner experts, derived from what we know about effective teaching from literature and practice. Our shared ambition is that new ECTs learn what the research says about how to teach well, and that they learn how to apply that in supported practice.

Induction Tutors have a key role to play in ensuring ECTs and their Mentors are actively engaged in the programme, attend facilitated sessions, access the self-study materials and have regular Mentor/ ECT meetings using the ECF as the basis for professional dialogue and development.

The ECF does not replace the induction assessment framework. ECF should complement and provide information to support statutory induction. ECTs are not expected to upload evidence through the programme.



"It is teaching quality that has the biggest impact on pupil outcomes. The Early Career Framework will support teachers, as well as their pupils, to realise their potential"

Becky Francis CEO, Education Endowment Foundation

Roles and Responsibilities

Lead Provider

- Provision of Full Induction Programme (FIP).
- Learning platform (UCLeXtend) and technical support.
- Strategic governance.
- Quality Assurance processes.
- Reporting to DfE, Ofsted and designated external agencies.
- Provision of Mentor and facilitator professional development and certification.

Delivery Partner

- Senior leader designated for ECF provision.
- Recruitment, deployment and ongoing QA of facilitators.
- Recruitment of schools with ECTs.
- Data collection.
- Quality Assurance (including external agency requirements).
- Contribution to operational and strategic development of ECF provision.
- Reporting to Lead Provider.

School

- Registration of ECT.
- Registration of Mentor.
- Allocation of Induction Tutor.
- Implementation of ECF programme.
- Reporting to Delivery Partner and Lead Provider.

The Role of the Induction Tutor

Statutory Induction Guidance defines the role of the Induction Tutor in the following terms.

The Induction Tutor (or the headteacher/principal if carrying out this role) is expected to:

- Provide, or coordinate, guidance for the ECTs professional development (with the appropriate body where necessary).
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total 2- year induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff).
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and Appropriate Body.
- Inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments.

- Ensure that the ECTs teaching is observed, and that feedback is provided.
- Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record-keeping is as streamlined as possible and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

To anyone familiar with the role prior to September 2021, most of the expectations will be very familiar. The two significant changes are the extension of the induction period to two academic years and the introduction of ECF as the basis for the professional development of the ECT. It is the Induction Tutor who leads the ECT and Mentor in ECF provision, working in collaboration with the Delivery Partner.

To be effective in their role Induction Tutors must understand:

- The purpose and structure of the Early Career Framework (ECF)
- How the UCL Early Career Teacher programme builds upon the ECF, and how it is structured.
- The main features of the UCLeXtend learning platform, including the gateways and the Programme Handbook.
- The mechanisms of our logic model that underpins our approach.
- The importance of and processes for tracking engagement of both ECTs and Mentors.

In carrying out their role Induction Tutors should:

- Liaise with Delivery Partners to map out sessions for the course of the year so that participants have advance warning of these.
- Ensure ECTs and Mentors are well-prepared for their sessions and monitor their ongoing attendance.
- Provide support as necessary for participants unable to attend live sessions (e.g. signposting them to the recording on the learning platform/alerting Delivery Partner administrators so that they can attend a different cluster session).
- Alert Delivery Partners if a participant has not attended a session.
- Report withdrawals and changes to participant details.
- Ensure that Mentors and ECTs complete the programme evaluations at the end of each module.

To enhance their role Induction Tutors could:

- Contribute to the discussion on the discussion forums.
- Share an idea with other Induction Tutors on Twitter.
- Attend any Induction Tutor Teach Meets that will be arranged throughout the year across the Delivery Partner network.
- Contribute, on an ad hoc basis, to discussions with the UCL central team, and chosen Delivery Partner, aimed at improving the overall quality of the programme.

Statutory Induction Guidance defines the role of the Mentors in the following terms.

The Mentor (or the Induction Tutor if carrying out this role) is expected to:

- Regularly meet with the ECT for structured Mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECTs induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject-specific mentoring and coaching; and
- Take prompt, appropriate action if an ECT appears to be having difficulties.

While many members of staff will be familiar with the previous role of NQT Mentor, the structured ECF programme will be a new experience. To support them in carrying out their role Mentors have Online Learning Community (OLC) sessions (1 hour duration) once a term – these are exploratory and are discussion-based. In Year 1 and 2 Mentors will be expected to participate each year in:

- 1 x 3-hour Induction Conference (online). Induction Tutors should attend. This will be led by the UCL central team in collaboration with Delivery Partners.
- 3 x 1-hour facilitated online learning community sessions: one hour each term, led by Delivery Partner Facilitators.

Early Career Framework Provision

The Induction Tutor needs to be familiar with the content and structure of ECF provision. A detailed description of the programme is provided in the Programme Handbook. The Handbook is intended for use by Headteachers, Senior Leaders/Induction Tutors and Mentors.

The following provides a timeline of the main events involving the school, the Delivery Partner and the Lead Provider.

Planning Meetings for Year 1

June 2021

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|----------------------------|--|
| 9th June (16:00 to 17:00) | UCL Orientation meeting (1) for Delivery Partner ECF Senior Lead. |
| 17th June (16:00 to 17:00) | UCL Orientation meeting (2) for Delivery Partner ECF Senior Lead and Administrator regarding UCLeXtend platform. |

24th June (16:00 to 17:00)	UCL Orientation meeting (3) for Delivery Partner ECF Senior Lead.
28th June (16:00 to 17:00)	UCL ECF Governance meeting (1).
30th June (16:00 to 17:00)	UCL Orientation meeting (4) for Delivery Partner ECF Senior Lead.

Delivery Partner: recruitment marketing to schools in the region and registration of recruited schools.

July 2021

5th July (16:00 to 17:00)	UCL ECF Delivery Group meeting (1).
6th July (14:00 to 15:00)	UCL ECF Operations Group meeting (1).
7th July (15:30 to 17:00)	UCL ECF Facilitator Development session (1).

Delivery Partner: recruitment marketing to schools in the region and registration of recruited schools.

August 2021

Dates for 2021/22 Governance, Delivery and Operations Groups meetings to be confirmed.

Timeline of Training Sessions

Year 1

Autumn Term

8th September (15:30 to 17:00)	UCL ECF Facilitator Development session (Repeat 7th July).
13th September (15:30 to 16:30)	UCL ECF Mentor Induction Conference (Delivery Partners to determine if they want to lead the second hour directly after UCL or choose a different date and time). The third hour of the Conference is composed of pre- and post- Conference activities and readings.

14th September (15:30 to 16:30) UCL ECF ECT Induction Conference (Delivery Partners to determine if they want to lead the second hour directly after UCL or choose a different date and time). The third hour of the Conference is composed of pre- and post- Conference activities and readings.

ECT training sessions: Two hour sessions in Week 4 of Module 1, and Week 1 of Module 2.

ECT Online Learning Community: One hour session in Week 7 of Module 1, and Week 7 of Module 2.

Mentor Online Learning Community: One hour session in Week 3 of Module 1.

Spring Term

ECT Training sessions: Two hour sessions in Week 1 and Week 7 of Module 3.

ECT Online Learning Community: One hour sessions in Week 6 and Week 12 of Module 3.

Mentor Online Learning Community: One hour session in Week 9 of Module 3.

Summer Term

ECT training sessions: Two hours sessions in Week 2 of Module 4, and Week 1 of Module 5.

ECT Online Learning Community: One hour session in Week 6 of Module 4, and Week 5 of Module 5.

Mentor Online Learning Community: One hour session in Week 2 of Module 5.

Year 2

Autumn Term

- Annual Conferences: Annual ECT Conference takes place in Week 3 of Module 6 (optional).
Annual Mentor Conference takes place in Week 3 of Module 6 (optional).
- Facilitator Development sessions: Scheduled late September /Early October 4.00pm to 5.30pm.
- ECT training sessions: Two hour session in Week 6 of Module 6, and Week 2 of Module 7.
- ECT Online Learning Community: There are no ECT Online Community sessions in Year 2.
- Mentor Online Learning Community: One hour session in Week 5 of Module 1.

Spring Term

- ECT Training sessions: Two hour sessions in Week 2 and Week 8 of Module 8.
- Mentor Online Learning Community: One hour session in Week 3 of Module 8.

Summer Term

- ECT training sessions: There are no ECT training sessions in Year 2. ECTs have 2 school visits, in Week 1 and Week 4 of Module 9.
- Mentor Online Learning Community: One hour session in Week 3 of Module 9.

Navigating UCLeXtend

UCLeXtend serves all ECT and Mentor participants on the ECF programme. It has been designed for intuitive use and materials can be accessed in a number of ways to suit individual preferences.

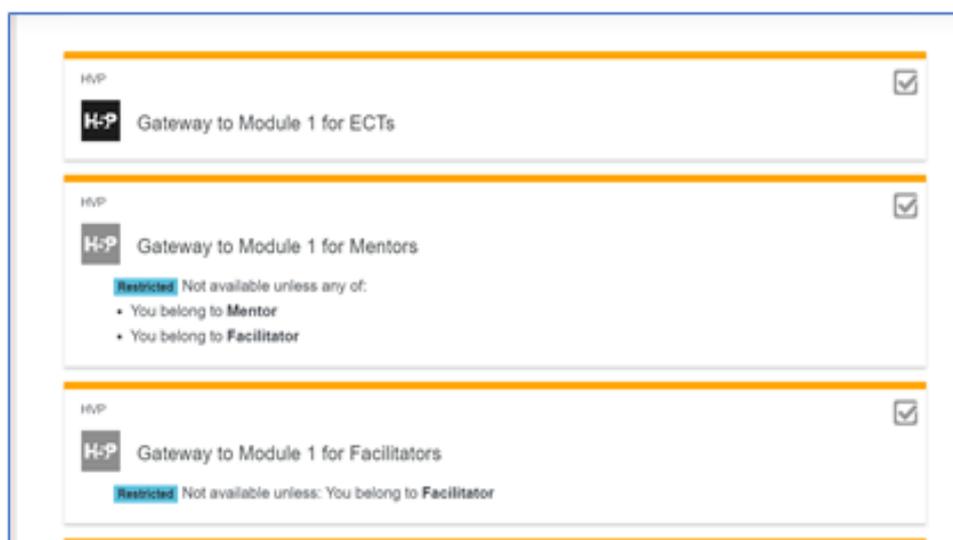
To help Induction Tutors and Mentors get started, here is a quick guide to accessing the programme materials.

Log in to the platform with your credentials and navigate your way to **Year 1 Materials (Year 2 has the same format)**

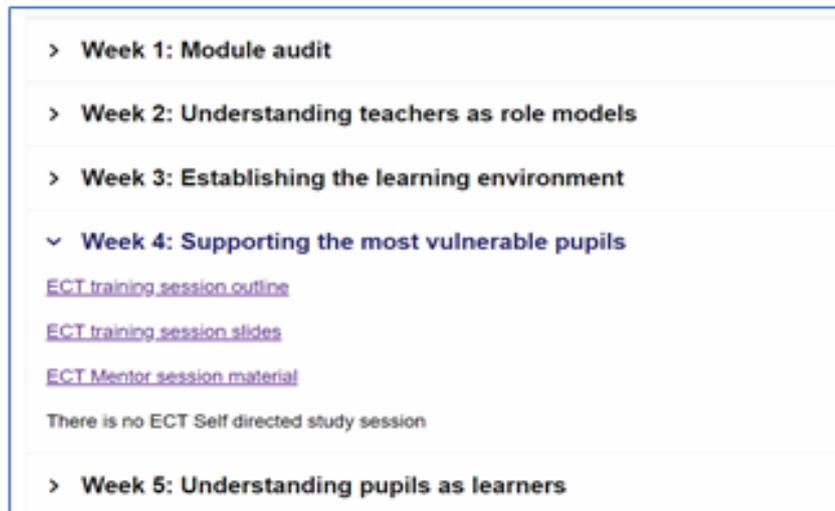
Click on **ECT/Mentor Training Sessions Schedule**. There you will find a simple term-by-term guide to when each type of training is due to take place. You will see that it will say things like 'ECT Training is on Week 4 of Module 1.'



To reach the training materials, go to the appropriate Module, and click on the appropriate gateway. You will have full access to the ECT and Mentor gateways, so you can see the materials they are using. You will also have access to the Facilitator gateway.



Inside the Facilitator gateway, click on the week of an upcoming session (say, Module 1, Week 4). There you will see all the facilitator training materials/resources related to that week. Sometimes you will also see a folder containing pre-reading or videos. Any pre-session tasks mentioned in the materials – and any resources for these - will be in the Mentor or ECT gateways on the Learning Platform in the relevant week of the session. This will enable you to help keep your ECTs and Mentors on track.



UCLeXtend is designed to function ‘any time, any place’ and on any device. It is important that ECTs and Mentors do not overburden themselves, but we know that professional networking is a real aid to development: our platform is a great tool for that. It hosts all the ECT self-study, Mentor meeting, and training session materials.