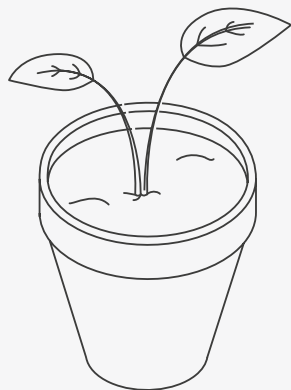


EARLY CAREER FRAMEWORK

Quick answers to your questions



THE DfE OFFER AT A GLANCE

DfE-funded training

Your school or trust is eligible for DfE funding for two years of high quality training for NQTs and mentors who start this autumn. There are still limited places available for this programme. It will become mandatory for all schools in September 2021, so joining up now will help your school to get ahead of the game.

The DfE is funding this two-year programme of training. The additional funding will enable teachers to spend 5% of their time away from the classroom to focus on their learning in their second year. Every early career teacher will have a dedicated mentor, who will also get training. And there will be funding to cover the mentors' time with the mentee in the second year of teaching. You can find out more about Ambition's DfE funded Early Career Teachers programme [here](#).

“If this is where NQT support is headed then the quality of the teaching is going to skyrocket.”

Paul Fermor,
English teacher,
Towers School



What is the Early Career Framework?

The DfE developed the Early Career Framework (ECF) to build on high-quality Initial Teacher Training and become the cornerstone of a successful career in teaching. One of its key aims is to provide more support to NQTs and early career teachers so more of them stay in the profession and thrive as teachers.

The Early Career Framework lengthens induction for early career teachers to two years; increases their entitlement to support and training; and specifies content to be covered during induction. It also recognises how integral the role of the mentor is to the development of early career teachers and emphasises the need for support and training for them.

“The fact that Ambition has already trialled the delivery of the ECF and has experience already, for us puts them at the forefront of providers.”

James Wilson, Headteacher,
The Duchess' Community
High School

WHY CHOOSE AMBITION?

Our pilots

Ambition is the only provider who has run early career pilots over the past year, including one sponsored by the Education Endowment Fund. Learn more about the pilot [here](#).

Our programme

What we learnt on these pilots, we've built into our updated programme design, meaning that all our training has been tried, tested and continuously improved. Learn more about our Early Career Teachers programme [here](#).

Our team

Marie Hamer has taken all the learnings from her role on the Early Career Framework Expert Advisory Group and built them into the development of our Early Career Teachers programme. Find out more about the team [here](#).



RESOURCES

Module guide

This provides an in-depth look at our programme modules, structure and content. Download the guide [here](#).

YEAR 1 - SUMMER - MOSTLY SUBJECT FOCUSED		
WEEK	STUDY AND COACHING	TRAINING
1	S1 - Strand overview and (re)contracting Checklist for concepts of consultation and assessment to support Win building subject phase expertise	
2	S2 - Planning backwards Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.	
3	S3 - Types of knowledge Looks at the differing nature of subjects, the importance of the subject phase's big ideas and the prior knowledge pupils have.	Clinic 5 Teacher wellbeing and workload Looks at teacher well-being, support available and ways to manage and reduce workload.
4	S4 - Acquisition before application Explores the role secure, relevant knowledge can play prior to application, and how to build and shed for high success rates.	
5	S5 - Promoting deep thinking Focuses on ensuring 'slow' task thinking from your pupils that balances a high success rate and sufficient challenge.	
6	S6 - Sequencing learning goals Examines the factors in sequencing learning goals and their implications on teacher planning.	
7	S7 - Disciplinary literacy Explores the varying nature of literacy across and within subjects/ phases, and the important role of vocabulary, comprehension and oral literacy.	
8	S8 - Sharing academic expectations Examines the links between challenging academic expectations, purposeful planning and breaking down and modeling content.	
9	S9 - Designing formative assessment tasks Examines the link between learning goals, and formative and summative assessments.	Clinic 6 Early Literacy 1 - Reading and phonics Focuses on systematic synthetic phonics, high quality texts and early reading.
10	S10 - Examining pupils' responses Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.	
11	S11 - Adapting teaching to meet pupil needs Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.	
12	S12 - Feedback Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.	

Videos and handbooks

We've created 36 teacher handbooks, 36 mentor handbooks and 36 'how to' videos. These will soon be made available via the online learning platform.

TEACHER HANDBOOK

B2 | BEHAVIOUR: ROUTINES

WATCH

CLICK TO WATCH VIDEO B2

Clicks register colour and click on B2

READ | EVIDENCE SUMMARY

TEACHING CHALLENGE

Ms P has made a culture where his pupils enter the classroom quickly and quietly and begin their learning promptly. However, only about half of his pupils are entering the room as he would wish. When this happens, Ms P has also finds that some pupils take up to ten minutes to settle, and are due to complete common tasks during the lesson. What angle Ms P has to take to address this problem?

KEY TAKEAWAYS:

- Ms P has an aim to create a high to establish positive behaviour for learning by understanding (teacher's role)
- Teachers can create a positive and motivating (teacher's role)
- His high expectations make a difference to pupil behaviour in a classroom and to school
- He can convey and model a few positive expectations as role and
- He can use these expectations into routines through timing, reporting and monitoring

KEY IDEA

Establishing routines can create an effective learning environment. Teachers need to convey and model their expectations of an effective learning environment. To establish these expectations as routines, practice and positive reinforcement are key.

Learning platform

We've built everything you need for study and mentoring into one easy-to-use platform. You can view a demo for this [here](#).

Videos of practice and evidence summaries to help boost mentor expertise

Step-by-step support through the Instructional Coaching process

My teachers

Genevieve Field
Feedback plan 7 Jun

My coaching

Next step
Due 7 Jun - Start

Prepare
Not yet accessed

Observe
Not yet completed

Feedback
Not yet available

Start

Start

Start

NEXT STEPS

How to sign up

If you'd like more information please complete [this simple enquiry form](#) and one of our team will be in touch. Alternatively, please contact us on **020 3668 6865**.

Other reading

Our latest Expert Edit provides the answers to some important questions – such as: Does all initial teacher training need to be practice-based? What's the difference between a novice and an expert? How do you change behaviour to engage everyone with professional development? It also discusses how to bring the Early Career Framework to life, and kick-start the career of your NQTs. Download your free copy [here](#).


“We chose to work with Ambition Institute because their programme very closely aligns to what we believe our NQTs will value most in terms of CPD at the beginning of their careers.”

Richard Simcox, SCITT
Director/Senior Leader, Buile Hill Visual Arts College

ABOUT AMBITION INSTITUTE

We help schools tackling educational disadvantage to keep getting better, and help their teachers and school leaders to become more expert over time. That's how we'll make sure every child gets a great education and the best possible start in life.

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Department
for Education

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