

Initial Teacher Training and Early Career Framework, 2024

Initial Teacher Training and Early Career Framework (DfE 2024) replaces the previous CCF and ECF, following a consultation in 2023

“The updated programmes, to be rolled out from September 2025, will be better designed to take ECTs’ learning from initial teacher training into account, provide more tailoring based on their level of development, subject and context, and streamline the training and support for mentors so they can better focus on supporting their ECTs.

Working with experts across the education sector, the framework has been updated to ensure it’s based on the latest evidence, including new and updated content on how teachers should support pupils with special educational needs and disabilities (SEND), high quality oral language, and early cognitive development and children’s mental health.”

[DfE Press release , January 2024](#)

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Updated layout - 3 sections:

- Guidance for Providers delivering Initial Teacher Training and Early Career Framework (pages 409)
- Initial Teacher Training and Early Career Framework (pages 10-27) and
- References (pages 28-41)

NASBTT [Change.log](#) published Feb 2024

Explicit additions / adaptations to Learn That and Learn How to statements relating to SEND (including the use of technology) and Oracy and emotional regulation - principally in Standards 2, 3 and 5 and 7 and 8, with nuances in others

All providers should now be translating the ITTECF to their taught curriculum and updating documentation to refer to the ITTECF, ready for September 2025

ITTECT as a starting point

Popular models

ITT providers deliver one strand at a time and assess against the curriculum accordingly eg: Standards 1 and 7, followed by Standard 2,4 and 5, then 6. Standard 8 woven through out

OR

ITT Providers deliver foundational aspects of all strands in early stages or phases of the curriculum and then the curriculum deepens translating all strands during the middle and end stages

OR

As above with a focus through subject knowledge for teaching, depending on the size, scale and set up of the ITT Provider

ITTECT as a starting point

Some ITT providers translate the ITTECF but developing curriculum “statements” based on the LT / LHT statements. These statements sit within the providers’ own named curriculum strands. These strands are translated from the ITTECF standards, incorporate the Teachers’ Standards, as well as their own partnership priorities.

These curriculum statements serve to inform the taught curriculum, target setting, mentor / lead mentor discussion with trainees and act as accessible benchmarks for both ongoing formative and summative assessment points.

Providers often refer to or link trainee and /lead mentor training back to LT / LHT statements from the ITTECF to support stakeholder understanding, in particular the underpinning research

Teachers’ Standards for End Point Assessment Only

The ITTECF is not an assessment framework

Moving Beyond

Examples of moving beyond the ITTECF based on contextual, local and partnership priorities and opportunities:

- Subject specific provision
- Anti racism
- Mathematics or focus at Primary to support local partnership
- Specific aspects of SEND, EBD, physical health where there is strong special school or pupil behavioural unit, hospital provision within the partnership
- Second or enhancement subjects with enhanced subject provision and underpinned by a particular ITTECF Standard

ITTECF implementation considerations...

- How can we ensure mentors develop knowledge beyond the procedural?
- How do we frame trainee and mentor development through the lens of teacher development?
- What can we do to support relational mentoring between trainees and mentors?
- How are we continuing to value subject specific support for trainees, alongside fidelity to national frameworks?
- How can we further broaden trainee experiences to ensure deeper knowledge?
- **What does autonomy look like for our trainees?**