



Guide for School Induction Tutors (updated July 2022)

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.
- **UCL Extend.** 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 (UCL Extend) 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 UCL Extend 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.

Timeline of Training Sessions

Year 1

Autumn Term

Annual Induction ECT and Mentor Conferences

Mentor Induction Conference is in two components: a pre-recorded UCL session and a live Delivery Partner-led session. Your delivery partner (teaching school hub) will contact you with details

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 Conference: Annual ECT and Mentor Conference takes place in Week 3 of Module 6 (optional).

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.

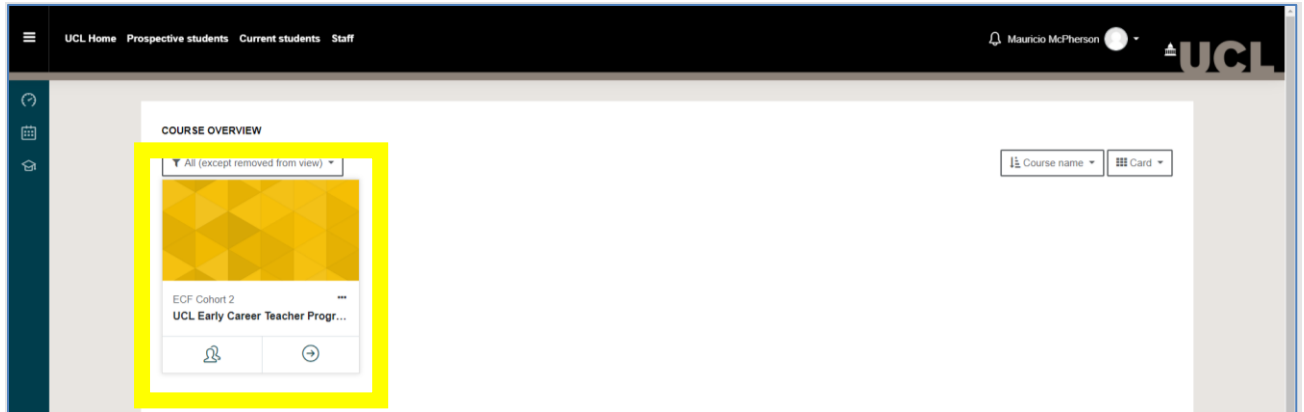
Mentor Online Learning Community: One hour session in Week 3 of Module 9.

Navigating UCL Extend

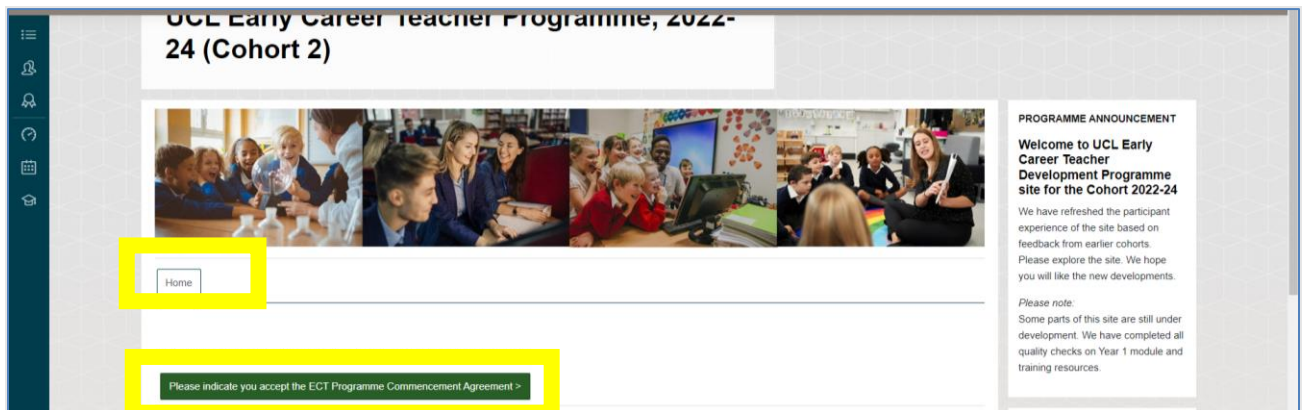
UCL Extend serves all ECT and Mentor participants on the ECF programme. It has been designed for intuitive use and materials can be accessed in a number of ways to suit individual preferences.

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

Step 1 - To access the programme, **select the ECF programme page** in your UCL Extend dashboard **as shown below**



Step 2 – When accessing the programme course page for the first time, **click on the green button to read and confirm that you accept the ‘Programme Commencement Agreement’**.



Step 3 – After completing the ‘Programme Commencement Agreement’, You will be notified that you are now able to view the content on the course.

Click on the text highlighted below to be redirected to the home page to watch the welcome video.

MyeXtend / My courses / ECF_home_22-24_cohort2 / Home / Thank you for accepting the ECT Programme Commencement Agreement

UCL Early Career Teacher Programme, 2022-24 (Cohort 2)

Thank you for accepting the ECT Programme Commencement Agreement

You are now able to view all content in the course. ✓✓


Next steps

You can go [back to the programme home page to watch the welcome video](#), or proceed to the [Before you begin](#) section to review the site navigation presentations that will help you familiarise yourself with all aspects of the learning platform.

[▲ Back to Programme Home](#) [Before you begin ▶](#)

Step 4 – You now have access to the programme course page content as seen below.

UCL Early Career Teacher Programme, 2022-24 (Cohort 2)



ECF Programme Home Modules 1 - 5 Modules 6 - 9

Restricted Not available unless: The activity ECT Programme Commencement Agreement is marked complete (hidden otherwise)

Home | UCL Space | Delivery Partner Space | Guides | Programme FAQs | Resources (hidden) | My profile

Welcome | Before you begin | About the ECF Programme | Curriculum Map | History of our Full Induction Programme

PROGRAMME ANNOUNCEMENT

Welcome to UCL Early Career Teacher Development Programme site for the Cohort 2022-24

We have refreshed the participant experience of the site based on feedback from earlier cohorts. Please explore the site. We hope you will like the new developments.


Please note:
Some parts of this site are still under development. We have completed all quality checks on Year 1 module and training resources.

You are in Programme Home

- Programme Home
 - Guides
 - Programme FAQs
- Modules 1 - 5
 - Module 1
 - Module 2
 - Module 3
 - Module 4
 - Module 5
- Modules 6 - 9
 - Module 6
 - Module 7
 - Module 8
 - Module 9

[View full sitemap of the course](#)

USER FEEDBACK



UCL Extend 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.