



# GLOUCESTERSHIRE EARLY CAREER TEACHER HANDBOOK

2023-2024



**Odyssey**  
Teaching School Hub



**Balcarras**  
Teaching School Hub

# TABLE OF CONTENTS

---

THE GLOUCESTERSHIRE OFFER

INTRODUCTION TO THE ECF

---

THE UCL PROGRAMME

---

THE REQUIREMENTS OF THE ECF

---

THE WELLBEING CHARTER

---

IN PERSON TRAINING

---

EXTRA READING

---

CONTACT DETAILS

---

# THE GLOUCESTERSHIRE OFFER

WELCOME TO THE EARLY CAREER FRAMEWORK (ECF) PROGRAMME, LED BY BALCARRAS AND ODYSSEY TEACHING SCHOOL HUBS (YOUR DELIVERY PARTNER). WE ARE LOOKING FORWARD TO SUPPORTING YOU THROUGHOUT THE TWO-YEAR PROGRAMME.



THERE ARE 2 TEACHING SCHOOL HUBS WITHIN GLOUCESTERSHIRE. BOTH HUBS JOINTLY DELIVER THE ECF PROGRAMME. HOWEVER, BASED ON THE LOCATION OF YOUR SCHOOL YOU ARE REGISTERED WITH ONE OF THE TEACHING SCHOOL HUBS.

BALCARRAS TEACHING SCHOOL HUB FOR SCHOOLS IN CHELTENHAM, COTSWOLD,  
STROUD

ODYSSEY TEACHING SCHOOL HUB FOR SCHOOLS IN GLOUCESTER, FOREST OF DEAN,  
TEWKESBURY



ITT

ECF

NPQ

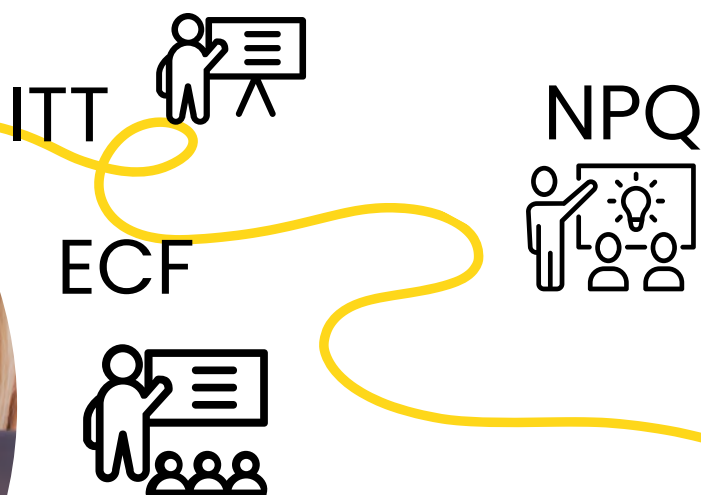
# INTRODUCTION TO THE EARLY CAREER FRAMEWORK

All qualified teachers who are employed in a relevant school in England must, by law, have completed an **induction period** satisfactorily. Statutory induction is the bridge between initial teacher training and a career in teaching. It combines two elements, both of which take a minimum of two years to achieve.

1. A structured training programme of development, support, and professional dialogue, underpinned by the Early Career Framework (ECF). This element is delivered in Gloucestershire by our Teaching School Hubs. The first section of this handbook mainly covers how this programme is delivered. Your in school mentor will also receive training from the Hubs, and will support you in the ECF programme.

2. The second element is known as the 'Statutory Induction'. This is an assessment of performance against the Teachers' Standards. This element is undertaken in school, by your headteacher and induction tutor and is supported and monitored by an Appropriate Body (AB). In most, but not all cases one of the Gloucestershire Teaching School Hubs will be your Appropriate Body.

The Gloucestershire ECF training programme aims to support you as an ECT, by providing you and your mentor with the necessary training to ensure that you can demonstrate that your performance against the Teachers' Standards is satisfactory by the end of the induction period. Induction should also provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher. We provide specialist facilitators to support you in that journey. Details of this programme can be found later in the handbook.



The Early Career Teachers training programme is being delivered in Gloucestershire by Balcarras and Odyssey Teaching School Hubs in collaboration with **University College**

**London (UCL)** as our lead provider.

Our focus is on providing the best evidence-informed development for teachers in the first two years of their career as part of the DfE's golden thread of career development.

## YEAR ONE

Year 1 is an opportunity for ECTs to engage with the Early Career Framework and learn how this aligns with the Teacher Standards.

As a Year 1 ECT you are entitled to the following:

- An additional 10% reduction in your teaching timetable
- A weekly mentor meeting with online preparation resources
- Termly in-person training delivered by an expert facilitator
- Termly online training and development resources

Module	Teachers' Standards
1	1 and 7
2	2 and 3
3	4 and 5
4	6
5	8

Module	Teachers' Standards
6	1 and 7
7	2 and 3
8	4, 5 and 6
9	8

Year 2 offers the opportunity for ECTs to deepen their understanding of the Early Career Framework and to develop their repertoire of teaching practices through undertaking practitioner inquiries. Becoming a skilled teacher is largely about knowing which approach to take in which situation.

As a second year ECT you are entitled to the following:

- An additional 5% reduction in your teaching timetable
- A fortnightly mentor meeting with online preparation resources
- Three in person training sessions delivered by an expert facilitator
- Two school visits

## YEAR TWO



# UCL CPD JOURNEY



## HIGH QUALITY OUTCOMES

1 Participants will develop their knowledge and conceptual understanding.

2 Participants will be able to apply their learning to their context.

3 Participants will experience revelatory moments and new ways of thinking.

4 Participants will value their professional learning.

5 Participants will develop their voice, confidence, and professional identity. They will grow as leaders as they develop new skills and behaviours.

6 Participants will develop their reflective capacity and see the progress they have made.



# AN OUTLINE OF THE REQUIREMENTS OF THE ECF

## 1. WEEKLY MEETING

It is your statutory right to have an approximately hour long weekly meeting with your mentor in Year 1 and a fortnightly meeting with your mentor in Year 2 of the ECF. The content of these will be guided by the UCL ECF programme. You and your mentor should keep a record of these meetings to aid in tracking your progress.

## 2. SELF DIRECTED STUDY

ECTs are expected to do 45 minutes of Self-Directed Study in preparation for each mentor meeting using the materials on UCLeXtend. They are also expected to dedicate 15 minutes a week to enable them to enact and reflect upon their learning through the programme.

## 3. IN PERSON TRAINING (CLUSTER GROUP SESSIONS)

ECTs have half-termly training sessions delivered by experienced facilitators using materials from UCL. These sessions will mainly take place in person within cluster groups with other ECTs in your location or subject area. Attendance at and engagement with these sessions is essential for progression through the ECF as well as networking and collaboration (see next page).

## 4. ONLINE LEARNING COMMUNITY ENGAGEMENT


The Online Learning Community (OLC) weeks are a virtual element of the programme, led by your facilitator. ECTs will be sent resources and activities to engage with via their cluster 'Padlet' board. This will involve contributing a written response in order to demonstrate engagement in the activity.

## 5. END OF MODULE EVALUATION FORMS

ECTs will be asked to complete an End of Module Evaluation Form (EOMEF) on UCL eXtend in the final week of each module. It is compulsory that this is completed on time, and accurately to ensure that effective delivery of the program can continue.

## 6. OBSERVATIONS

As part of the ECF your mentor will informally 'drop in' to observe and support you. This is not meant to be a judgemental observation. It is also encouraged throughout the ECF that the ECT observe lessons, or portions of lessons, by experienced teachers. This is an excellent opportunity to see the range of expertise in your school. Please be aware that as part of the statutory induction ECTs will also be formally observed termly by Induction tutors. Try to prepare for the formal observations by checking your school's requirements for lesson plans and expectations for observations





# UCL ECF - Wellbeing Charter



## 1. ANYTIME, ANYWHERE

Choose to study at a time when it suits you best. The resources are available to you all the time & our UCL Extend learning platform is accessible on any digital device with internet access

## 2. ALL THE CONTENT, ALL THE TIME

We allow you to look ahead, or look back over the whole 2 years, so you always have access to what you need

## 3. PLUG IN & PLAY

Save time by listening to the research and practice summaries. Just open the session and click on the listen button



## 4. GUIDEBOOK, NOT RULE BOOK

Use the audit and module summary guides to work with your mentor to tailor the programme to suit your development needs

## 5. YOUR MENTORS ARE 'ON-SIDE'



## 6. CLICK TO DOWNLOAD

Tired of the screen? You can download and print an entire module's worth of resources. Just remember to go on UCL Extend to tell us you have completed the module

## 7. FLEXIBLE PROGRAMME

If you fall behind, re-engage by taking this option for any Year 1 Module

## 8. REVIEW, TAILOR, TICK

Decide what you need to focus on in each of the sessions and plan your time appropriately. Never spend longer than an hour on a self-directed study or mentor session. There is no test - we trust you! Simply, tick to tell us you have completed.

## 9. COMMUNITY & PEER LEARNING



## 10. BE OUR GUEST

The time of your facilitated session clashes with something else? Ask your Delivery Partner and they will try to fix you up with an alternative. If you still cannot attend a live facilitated session, you can watch a recording instead.



# IN PERSON TRAINING & OLCs

The in-person training and OLCs are a really exciting part of the Gloucestershire UCL programme. We have carefully selected a team of experienced facilitators to deliver this training. We have placed you in cluster groups based on your subject area (if you are a Secondary phase teacher) or by location (if you are a Primary phase teacher).

You will receive a list of personalised dates letting you know where your cluster sessions are, and at which school it will be held. We have worked hard to find schools who have the facilities that we need.

TeachGlos, our admin support team, will communicate this information with you so look out for emails from them.

Attendance at the events is compulsory. If you need to change group, or swap a session the request must come from your induction tutor to the team at TeachGlos in advance of the day. You will be required to complete the register on the day of attendance using a QR code. If you miss the session, you will have to watch a recording provided by UCL. Once you get your dates, let your cover manager at school know that you will be absent and ensure that you follow your school procedures.

**TeachGlos Admin**

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## FURTHER INFO



Please see our websites for further reading on:



**Statutory induction guidance**



**AB policy**



**Safeguarding policy**



**Privacy notice**



**other CPD and NPQ offers**

[HTTPS://WWW.BALCARRASTEACHINGSCHOOLHUB.CO.UK/](https://www.balcarrasteachingschoolhub.co.uk/)

[HTTPS://WWW.ODYSSEYTSH.ORG/](https://www.odysseytsh.org/)



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