



**ALL Briefing No. 32**

**Date : March 2022**

**Theme: Early Career Framework**

**Background:**

The Department for Education (DfE) in 2019 published its Teacher Recruitment and Retention Strategy and these two important documents for new entrants to the profession:

DfE Early Career Framework  
DfE ITT Core Content Framework

ITT providers and placement schools must deliver provision which is underpinned by the Core Content Framework as a minimum entitlement. All schools working with ECTs must adhere to the Early Career Framework for the two-year induction period.

**Key messages:**

- Since September 2021, the term early career teacher (ECT) has replaced newly qualified teacher (NQT)
- The standard induction period has been increased from one academic year to two academic years
- ECTs are entitled to a 10% timetable reduction in their first year and a 5% timetable reduction in their second year of teaching
- The role of the ECT mentor has been introduced with high expectations; mentors will need training to gain an in-depth knowledge of the ECF
- All schools are expected to deliver a two-year induction programme that is underpinned by the Early Career Framework (ECF)
- The ECF induction programme must adhere to strict criteria and many schools have opted to work with an external provider
- The ECF is intended to ensure a two-year entitlement to professional development for ECTs as they develop their knowledge, practice and working habits

Summary of changes from previous NQT to current ECT induction period:

	Prior to Sept 2021 (NQTs)	From Sept 2021 (ECTs)
<b>Duration</b>	1 year	2 years
<b>Timetable reduction</b>	10% reduced timetable in Year 1	10% reduced timetable in Year 1 5% reduced timetable in Year 2
<b>Induction content</b>	No defined content	Induction should be based on the <b>Early Career Framework</b>
<b>Role of the mentor</b>	Not officially defined	2 years of support from a designated mentor (separate to induction tutor)

**Additional points worth noting:**

- The 2-year induction has no adverse impact upon ECTs’ pay or career progression opportunities.
- All schools that employ ECTs will have to provide a bespoke ECF training programme designed by them, or opt for one of the six state-funded ECF programmes. (Details in the Early Career Framework below) .

**References:**

Teacher Recruitment and Retention Strategy, available at:

<https://www.gov.uk/government/publications/teacher-recruitment-and-retention-strategy>

Initial Teacher Training (ITT): Core Content Framework, available at:

<https://www.gov.uk/government/publications/initial-teacher-training-itt-core-content-framework>

Early Career Framework, available at:

<https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>

**Points for reflection / action:**

- The ECF is generic and applies to all new teachers. How can it be contextualised and personalised for MFL specifically? For example:

ECF “Learn that...” statement	MFL-specific considerations
Working memory is where information that is being actively processed is held, but its capacity is limited and it can be overloaded.	How can we avoid cognitive overload in the MFL classroom? Suggested strategies: gradual vocabulary introduction, chunk-based learning, sentence builder supports, mindful classroom displays

Ensuring pupils master foundational concepts and knowledge before moving on is likely to build pupils' confidence and help them succeed.	What is the most important knowledge to ensure progression in MFL? What are our foundational/threshold concepts? E.g. phonics, key verbs, key communicative phrases, knowledge of verb conjugation?
Paired and group activities can increase pupil success, but to work together effectively pupils need guidance, support and practice.	How important is pair and group work to developing speaking and listening skills in MFL? How can we set up speaking tasks so they are purposeful and effective?

- What are your department's reflections on the ECF so far? Pros and cons? How might any challenges be addressed?
- Might the workload associated with ECF mean fewer MFL departments can host ITT trainees on placement? How might the MFL department build its mentoring capacity for trainee teachers and ECTs?

This Teacher Briefing has been prepared by ALL Council with Caoimhe Crudden (ITT and ECT Coordinator, Allerton High School, Leeds) and is for the benefit of ALL members.

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