



Early Career Framework

with Best Practice Network

Information Pack 2024

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Early Career Framework

Welcome to Best Practice Network

We are delighted that you have chosen Best Practice Network (BPN) for your Early Career Framework (ECF) journey.

The ECF is designed to help Early Career Teachers (ECTs) succeed at the start of their teaching careers by providing a fully funded and structured two-year programme of high-quality professional development. The programme also includes the support and training of high-quality mentors, who are integral to the development and success of their ECTs.

The [Early Career Framework](#) prepares ECTs to learn the following:

- Setting high expectations
- Promoting good progress
- Demonstrating subject and curriculum knowledge
- Planning and teaching well-structured lessons
- Adapting teaching making accurate and productive use of assessment
- Managing behavior effectively
- Fulfilling wider professional responsibilities.

Preparation Stage

Before commencing the programme, **all schools should:**

- Read the *updated* [DfE Statutory Guidance](#) applicable from April 2024.
- Ensure that they are familiar with the [DfE Induction, Training and Support Guidance](#).
- [Appoint an Appropriate Body](#) - please note, BPN **do not** operate as an Appropriate Body.
- Nominate an Induction Tutor – **please note, this person should not also be a mentor**, as the two roles have separate and different responsibilities.
- The Induction tutor should then:
 - Follow the DfE instructions [How to Set-Up Training for ECTs](#) .
 - Sign up to the [DfE's online service](#) and register their ECTs and Mentors by following the prompts and instructions provided.

If you have any problems at this stage, please contact the DfE directly with your school name, URN number and an overview of your issue. They will issue you a ticket and you will need to wait for their response before moving forward.

DfE helpline: continuing-professional-development@digital.education.gov.uk

Registration Process: for ECTs and Mentors

Once the ECT and Mentor details have been updated on the DfE online service by the Induction Tutor, the DfE will provide Best Practice Network with their details. A follow-on enrollment form is sent to ECTs and Mentors to capture additional information - it is vital that they complete this so that they are fully enrolled, and the school can receive appropriate funding for the programme going forward.

Once their personal enrollment is completed, ECTs and Mentors are provided with:

- A copy of this ECF Information Pack
- Their ECT or Mentor Handbook
- In the first term of the programme, participants will receive information regarding: Year 1 Induction Conference Invitation
- Participant Dashboard log in, which contains:
 - Training group allocation, full event schedule and venue details or Zoom links to any online sessions.
 - Access to Canvas (our Virtual Learning Environment - VLE), which contains their self-study modules and event resources.

Non-standard ECT Policy

The aim of this policy is to set out some principles to clarify our approach to non-standard ECTs. It outlines our intention to deliver ECT training that is fair, accessible and does not include any unnecessary barriers. This needs to be agreed in advance with the Appropriate Body.

The Non-Standard policy applies to:

- ECTs undergoing an **extended** or **reduced** term of induction
- **Part-time ECTs**
- **ECTs transferring schools** during their ECF training
- **ECTs starting at different points** throughout the academic year.

If an ECT requires a tailored induction to ensure the offer meets their needs, then BPN will work with the school to adapt the programme. Please note that the Appropriate Body has the final decision on whether this would be appropriate and BPN cannot action any adaptation of provision without proof of prior agreement in the form of a completed [Non-Standard Induction Confirmation Form](#).

For further information on non-standard induction, please refer to our [Non-Standard Policy](#). Please also refer to the *updated* [DfE Statutory Guidance](#) (page 37).

Changes to Provision – Responsibility to Notify

The school has an ongoing responsibility to notify the DfE and BPN about any changes. Information held by BPN and the DfE must always match so that the Teacher Regulation Agency is up to date, errors

are avoided, and schools are allocated the correct funding entitlement as part of the School Funding Formula.

Any changes need to be recorded via the DfE online service. These could include:

- Change of Induction Tutor
- New ECT joining part way through the year
- ECT moving to another school
- Mentor replacement

Please also notify us directly via email ecf@bestpracticenet.co.uk and the ECF Team will action the change on our systems.

Participant Temporarily Leaving the Programme

If an ECT needs to be deferred from the programme for any reason, the Induction Tutor will need to:

- Inform BPN of the change
- Get confirmation from the Appropriate Body to place the participant on a non-standard induction. They will now be considered as an extended induction. (for Non-Standard ECTs, please refer to [Non-standard Policy](#)).

BPN will then issue the school with a Non-Standard Induction form to confirm the new agreed induction details. *This must be completed and returned before we are able to take any action.*

Please note, the maximum funding given to Mentors will be equivalent to two years of training from the start of their training.

Participant Withdrawal

- If your ECT/Mentor details have been confirmed and they have successfully completed our application form, **then please inform us of the withdrawal** at ecf@bestpracticenet.co.uk.
- If your ECTs/Mentors TRN details and eligibility have not yet been confirmed, **please inform the DfE of the withdrawal.**
- If a Mentor is withdrawn, they will need to be replaced and will need to start the programme from the beginning.

The School Dashboard – for Induction Tutors/School Leaders

Once ECTs and Mentors are enrolled on the programme, Induction Tutors are provided with access to the [School Dashboard](#). This is separate to the DfE online service, and the ECT / Mentor Canvas account. The School Dashboard is a user-friendly way for Induction Tutors to view all their ECTs and respective Mentors' enrollment details, their status on the programme and, importantly, their programme schedules / event dates. Induction Tutor / Headteacher can also confirm ongoing engagement with the programme.

For further guidance on our school dashboard please see the [BPN Website](#) and [Our ECF Dashboard explained](#).

The Induction Tutor should receive their log in information for the School Dashboard, once they have completed the BPN school registration.

Funding Year 1 and 2

The DfE provide funding for the Early Career Framework and as such there is no financial burden on schools. Schools receive their core funding through the [Dedicated Schools Grant \(DSG\)](#), based on the [National Funding Formula \(NFF\)](#). This is typically paid in the summer term of each year on programme.

The funding provides for:

- Time out of the classroom for ECTs to receive support from Mentors and extra training throughout their first two years on the job, in addition to PPA time (10% time-off timetable in year 1 and 5% time-off timetable in Year 2)
- Mentor time spent undertaking training (over the 2-year programme) in addition to Mentors' time with the ECTs in the second year of teaching
- All facets of the programme delivery including attending scheduled Regional Training Events and completing self-study on Canvas

For full details regarding funding, please read: [Funding and eligibility for ECF-based training](#) and [Backfill Payments for time off timetable for ECF Mentor training](#).

The ECF Induction Programme with BPN

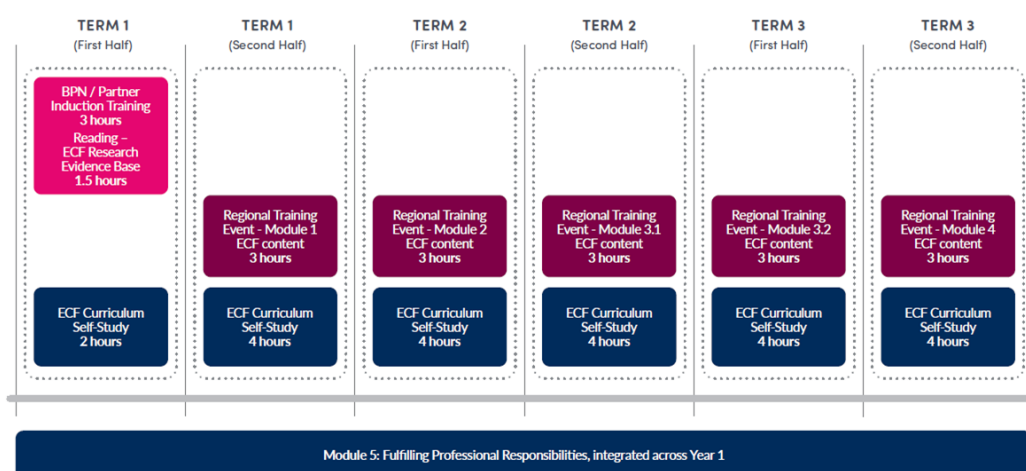
Early Career Teacher (ECT) Programme

Please see [DfE Guidance for ECTs \(page 47\)](#) and [DfE Guidance for early career teachers \(ECTs\): ECF-based training](#).

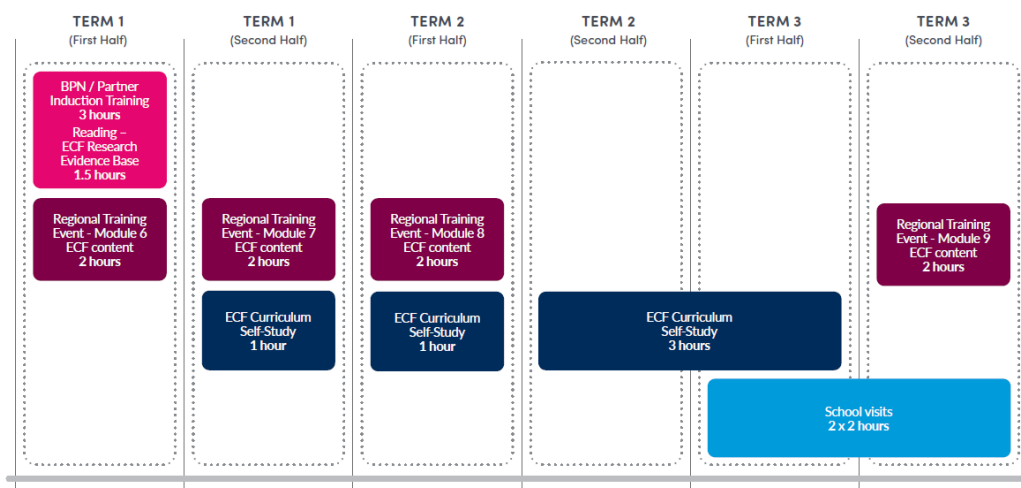
BPN ECT training will be delivered in a variety of ways:

- An annual conference at the beginning of Year 1 and again at the beginning of Year 2
- Regional Training Events with leading experts
- Opportunity to attend catch-up events
- Regular meetings with a Mentor – weekly in Year 1 and fortnightly in Year 2
- Self-study featuring rich multimedia content, including videos, practical tasks, and discussion activities

ECTs – Year 1



ECTs – Year 2



Mentor Programme

Please see [DfE Guidance for Mentors \(page 50-51\)](#) and [Guidance for mentors: how to support ECF-based training](#)

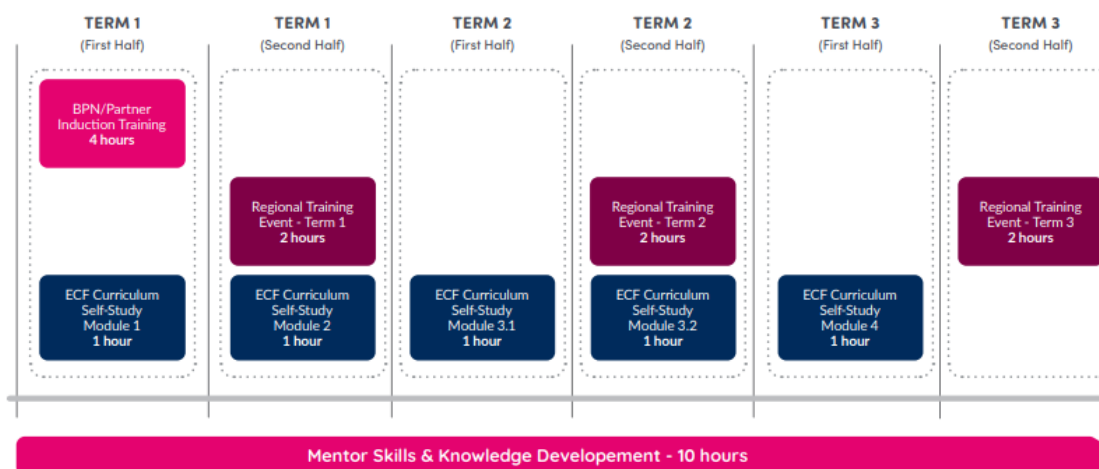
We train and work with in-school Mentors to equip them with the necessary tools to fully support ECTs to complete their induction. Our mentoring programme ensures that Mentors are proficient in all aspects of the ECF and develop mentoring and coaching techniques that will enable them to support and challenge ECTs.

Mentors will play an essential role in the development of ECTs, and the transferable skills learned during training will produce long lasting benefits for Mentors' schools and colleagues.

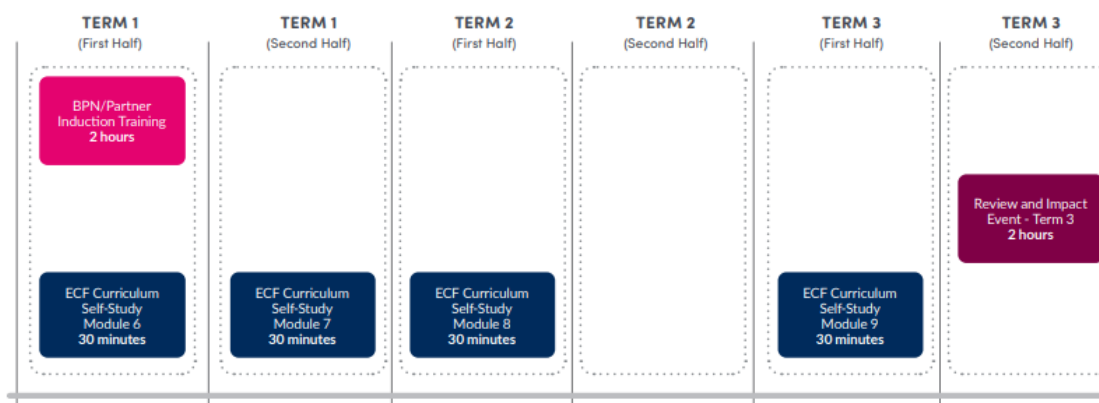
Our Mentors meet the National Standards for school-based Mentors and complete a skills audit to identify gaps in knowledge which can be addressed before undertaking the Mentor role. Mentor training introduces the ONSIDE and CEDAR Mentoring models, illustrating their use and impact on coaching new ECTs.

Mentor Programme Overview

Mentors – Year 1



Mentors- Year 2



Training Group Allocation

BPN work with school-based delivery partners throughout England. These may be Multi-Academy Trusts, Teaching School Hubs, and other groups of schools, working together in a locality.

After enrollment details have been confirmed, ECTs and Mentors will be allocated groups based on a school's chosen delivery partner, to enable us to offer local, contextualised delivery of the programme. Groupings will be by teaching phase, school type or specialism.

Where a preferred delivery partner has not been confirmed, ECTs and Mentors will be allocated to an online national group, delivered by a BPN facilitator. Their schedule will be virtual for the entire programme. Alternatively, if there is a nearby delivery partner, schools will be given the option to join a local group.

Regional Training Events locations will vary by group. Venues, dates, and times are planned by our delivery partners and communicated by BPN via Participant Dashboard.

ECTs and Mentors will be given access to their Participant Dashboard with their year's training schedule and sent email reminders to check their Participant Dashboard before each event. If there are any changes to the schedule, this will also be communicated with as much notice as possible, and their Participant Dashboard will be updated to reflect any changes. Changes are limited as much as possible, but unavoidable factors (such as facilitator illness) may mean that these are necessary. The Participant Dashboard also contains the link to Canvas.

Programme Engagement

Our dedicated team will be supporting and helping each ECT and Mentor on the programme to successfully complete their induction.

ECTs are expected to engage with weekly self-directed study and ECT Mentor meetings, to put into practice outside of the training events what they are learning through the programme.

ECTs and Mentors must show engagement through attendance at all Regional Training Events and the self-study element through Canvas, our Virtual Learning Environment (VLE). Canvas is designed to allow both engagement and monitoring. If an ECT or Mentor is unable to attend their scheduled live event due to exceptional circumstances (such as illness or Ofsted visit), a catch-up event will be offered. We offer recordings of events to be accessed for revision purposes. If an ECT or Mentor cannot attend their scheduled or the catch-up event, they will be expected to watch the recording via Canvas and complete the quiz to evidence engagement.

BPN support ECTs and Mentors during their ECF journey, and want to make sure they continue to receive their entitlement to high quality professional development that the ECF programme is designed to provide. If you have any questions about event attendance, Canvas engagement or concerns about your progress on the programme, please do let us know.

Roles and Responsibilities

The Mentor and the Induction Tutor are two distinct roles with differing responsibilities, and it is expected that these roles should be held by different individuals. In exceptional circumstances it may be necessary for the Headteacher to designate a single teacher to fulfil both roles. Where this is the case, the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two distinct roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not confused with assessment of the ECT against the Teachers' Standards.

Both the Induction Tutor and Mentor are expected to hold QTS and have the necessary skills and knowledge to work successfully in these roles. The Governing Body is responsible for compliance.

For full details regarding roles and responsibilities please refer directly to

[DfE Statutory Induction for Early Career Teachers England](#)

Role	Relevant DfE Guidance
Head Teacher/Principal	Pages 47-49
Governing Body	Page 54
Appropriate Body	Pages 51-54
Induction Tutor	Pages 49-50
Mentor	Pages 50-51
Early Career Teacher	Page 47

Contacts

DfE helpline

Please contact the DfE helpline for queries in relation to the DfE Portal, where ECTs and Mentors are registered.

continuing-professional-development@digital.education.gov.uk

eLearning ECF Helpdesk

Please contact our eLearning Team for queries relating to Best Practice Network IT issues, such as login difficulties or accessing Canvas.

IThelpdesk@bestpracticenet.co.uk

ECF Team

Please contact the ECF Team for any queries in relation to the ECF programme.

ecf@bestpracticenet.co.uk

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