



Early Career Framework Questions and Answers (Q&A)

Q: When will the results of the next round of evaluation surveys be published?

A: The DfE will publish a summary of the evaluation of the first year of the national roll out of the ECF-based induction programmes in September 2022.

Q: What are you doing to improve flexibility in the programme?

A: We are producing guidance on how mentors can use their professional judgement in supporting early career teachers to understand and apply the content of the programmes to their particular context and role.

We are also exploring other ways to encourage appropriate flexibility in the delivery of the programmes, including giving mentors more options for when they engage (including commencing training in the preceding summer term) and using more online delivery where appropriate.

Q: What are you doing to reduce workload in the programme?

A: We are committed to gathering evidence about the implementation and impact of the Early Career Framework reforms, including any impact on workload, to ensure that new teachers entering the profession are provided with the best support. We will continue to monitor this through our evaluation activity and ensure that evidence feeds into the ongoing implementation of these reforms.

Q: How do the ECF reforms support early career teachers?

A: These reforms are firmly and exclusively about an entitlement to additional training and support for early career teachers and not about an additional burden or assessment. This is about making sure teachers at the beginning of their career have the support – and the time through extended time away from the classroom – to continue developing the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. An extended induction period will not affect pay – teachers in their second year have the same entitlements to pay progression that they currently have, and this should also not prohibit career progression.

Q: What are the expectations of mentors?

A: Mentors are a key part of the induction support for ECTs and feedback suggests that mentor support is highly valued by ECTs. Mentors should have



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sufficient time to carry out their role effectively – both to undertake mentor training (for those on funded training programmes); and to plan and hold mentor sessions with their ECT(s). Being a mentor can be part of an ongoing development journey for experienced teachers as they further their own practice.