

# **Early Career Framework**

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The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

# Contents

Acknowledgements	2
Introduction	4
High Expectations (Standard 1 – Set high expectations)	8
How Pupils Learn (Standard 2 – Promote good progress)	10
Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)	12
Classroom Practice (Standard 4 – Plan and teach well structured lessons)	15
Adaptive Teaching (Standard 5 – Adapt teaching)	17
Assessment (Standard 6 – Make accurate and productive use of assessment)	19
Managing Behaviour (Standard 7 – Manage behaviour effectively)	22
Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)	24
References	26

## Introduction

### **Transforming the support and development offer for teachers at the start of their career**

Teachers are the foundation of the education system – there are no great schools without great teachers. Teachers deserve high quality support throughout their careers, particularly in those first years of teaching when the learning curve is steepest. Just as with other esteemed professions like medicine and law, teachers in the first years of their career require high quality, structured support in order to begin the journey towards becoming an expert. During induction, it is essential that early career teachers are able to develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching.

However, too often, new teachers have not enjoyed the support they need to thrive, nor have they had adequate time to devote to their professional development. The Early Career Framework (ECF) underpins an entitlement to a fully-funded, two-year package of structured training and support for early career teachers linked to the best available research evidence. The package of reforms will ensure new teachers have dedicated time set aside to focus on their development.

Our vision is for the ECF to build on high-quality Initial Teacher Training (ITT) and become the cornerstone of a successful career in teaching.

### **Development of the Early Career Framework**

In collaboration with an Expert Advisory Group, the Department for Education consulted extensively with the sector to design the ECF. This has included invaluable input from teachers, school leaders, academics and experts.

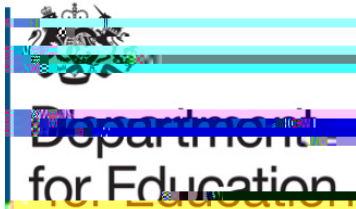
The Education Endowment Foundation has independently reviewed the framework to ensure it draws on the best available evidence and that this evidence has been interpreted with fidelity.

The ECF sets out two types of content. Within each area, key evidence statements (“Learn that...”) have been drawn from current high-quality evidence from the UK and overseas. This evidence includes high-quality reviews and syntheses, including meta-analyses and rigorous individual studies. In addition, the ECF provides practical guidance on the skills that early career teachers should be supported to develop. Practice statements (“Learn how to...”) draw on both the best available educational research and on additional guidance from the Expert Advisory Group and other sector representatives.

The ECF has been designed around how to support all pupils to succeed and seeks to widen access for all. This includes those pupils identified within the four areas of need set out in the Special Educational Needs and Disability (SEND) code of practice, and children in need of help and protection as identified in the Children in Need Review.







# Early Career Framework

The content of the framework and its underpinning evidence has been independently assessed and endorsed by the Education Endowment Foundation (EEF).

## High Expectations (Standard 1 – Set high expectations)

### Learn that...

1. Teachers have the ability to affect and improve the wellbeing, motivation and behaviour of their pupils.
2. Teachers are key role models, who can influence the attitudes, values and behaviours of their pupils.
3. Teacher expectations can affect pupil outcomes; setting goals that challenge and stretch pupils is essential.
4. Setting clear expectations can help communicate shared values that improve classroom and school culture.
5. A culture of mutual trust and respect supports effective relationships.
6. High-quality teaching has a long-term positive effect on pupils' life chances, particularly for children from disadvantaged backgrounds.

### Learn how to...

**Communicate a belief in the academic potential of all pupils, by:**

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**Demonstrate consistently high behavioural expectations, by:**

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**Notes**

statements are informed by the best available educational research; references and further reading are provided below.

statements are drawn from the wider evidence base including both academic research and additional guidance from expert practitioners.

e good progress)

to...



## Subject

<p>within the subject area they are being asked to think critically about.</p> <p>7. In all subject areas, pupils learn new ideas by linking those ideas to existing knowledge, organising this knowledge into increasingly complex mental models (or “schemata”); carefully sequencing teaching to facilitate this process is important.</p> <p>8. Pupils are likely to struggle to transfer what has been learnt in one discipline to a new or unfamiliar context.</p> <p>9. To access the curriculum, early literacy provides fundamental knowledge; reading comprises two elements: word reading and language comprehension; systematic synthetic phonics is the most effective approach for teaching pupils to decode.</p> <p>10. Every teacher can improve pupils’ literacy, including by explicitly teaching reading, writing and oral language skills specific to individual disciplines.</p>	<p><b>Develop fluency, by:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Help pupils apply knowledge and skills to other contexts, by:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul> <p><b>Develop pupils’ literacy, by:</b></p> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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**Notes**

statements are informed by the best available educational research; references and further reading are provided below.

statements are drawn from a wider evidence base including both academic research and additional guidance from expert practitioners.

## Classroom Practice (Standard 4 – Plan and teach well structured lessons)

### Learn that...

1. Effective teaching can transform pupils' knowledge, capabilities and beliefs about learning.
2. Effective teachers introduce new material in steps, explicitly linking new ideas to what has been previously studied and learned.
3. Modelling helps pupils understand new processes and ideas; good models make abstract ideas concrete and accessible.
4. Guides, scaffolds and worked examples can help pupils apply new ideas, but should be gradually removed as pupil expertise increases.
5. Explicitly teaching pupils metacognitive strategies linked to subject knowledge, including how to plan, monitor and evaluate, supports independence and academic success.
6. Questioning is an essential tool for teachers; questions can be used for many purposes, including to check pupils' prior knowledge, assess understanding and break down problems.

### Learn how to...

#### Plan effective lessons, by:

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## Adaptive Teaching (Standard 5 – Adapt teaching)

### Learn that...

### Learn how to...

1. Pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
2. Seeking to understand pupils' differences, including their different levels of prior knowledge and potential barriers to learning, is an essential part of teaching.
3. Adapting teaching in a responsive way, including by providing targeted support to pupils who are struggling, is likely to increase pupil success.
4. Adaptive teaching is less likely to be valuable if it causes the teacher to artificially create distinct tasks for different groups of pupils or to set lower expectations for particular pupils.
5. Flexibly grouping pupils within a class to provide more tailored support can be effective,

but may also be a barrier to learning if it causes the teacher to set lower expectations for particular pupils.

attempting to tailor lessons to learning styles is unlikely to be beneficial.

7. Pupils with special educational needs or disabilities are likely to require additional or adapted support; working closely with colleagues, families and pupils to understand barriers and identify effective strategies is essential.

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**Group pupils effectively, by:**

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**Notes**

## Assessment (Standard 6 – Make accurate and productive use of assessment)

### Learn that...

1. Effective assessment is critical to teaching because it provides teachers with information about pupils' understanding and needs.
2. Good assessment helps teachers avoid being over-influenced by potentially misleading factors, such as how busy pupils appear.
3. Before using any assessment, teachers should be clear about the decision it will be used to support and be able to justify its use.
4. To be of value, teachers use information from assessments to inform the decisions they make; in turn, pupils must be able to act on feedback for it to have an effect.
5. High-quality feedback can be written or verbal; it is likely to be accurate and clear, encourage further effort, and provide specific guidance on how to improve.
6. Over time, feedback should support pupils to monitor and regulate their own learning.
7. Working with colleagues to identify efficient approaches to

### Learn how to...

assessment can become onerous and have a disproportionate impact on workload.

**Provide high-quality feedback, by:**

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**Make marking manageable and effective, by:**

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## Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

### Learn that...

1. Effective professional development is likely to be sustained over time, involve expert support or coaching and opportunities for collaboration.
2. Reflective practice, supported by feedback from professional debate, and learning from educational research, is also likely to support improvement.
3. Teachers can make valuable contributions to the wider life of the school in a broad range of ways, including by supporting and developing effective professional relationships with colleagues.
4. Building effective relationships with parents, carers and families can improve pupils' motivation, behaviour and academic success.
5. Teaching assistants (TAs) can support pupils more effectively when they are prepared for lessons by teachers, and when TAs supplement rather than replace support from teachers.
6. SENCOs, pastoral leaders, careers advisors and other specialist colleagues also have

### Learn how to...

#### Develop as a professional, by:

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#### Build effective work





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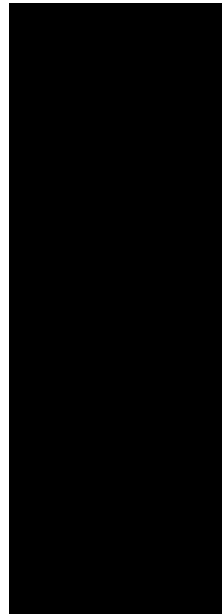
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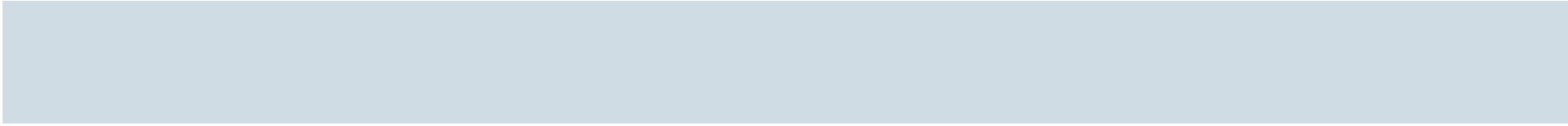
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## Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

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