

Teacher Development Webinar Q&A

The Golden Thread of Teacher Development is the cumulation of high-quality evidence underpinning the support, training, and development available through the entirety of a teacher's career. Beginning with Initial Teacher Training (ITT) through to an Early Career Framework (ECF) based induction for early career teachers and onto National Professional Qualifications (NPQ) for more experienced teachers.

On Thursday 7 July 2022, the Department for Education (DfE) hosted a live Webinar on The Golden Thread of Teacher Development. All questions and answers submitted, along with links for more information, are included in this document.

Initial Teacher Training

Q: How do I find out more about hosting trainee teachers in my school(s)?

A: You can explore the opportunities available for your school(s) to support, or expand existing support for, trainee teachers by reaching out to an Initial Teacher Training (ITT) provider. You can find details of ITT providers using the [Find postgraduate teacher training service](#). You can search and filter providers by postcode or town and school specialism, and find contact details for each provider by clicking through to their individual page.

You can also find out more by contacting your local [teaching school hub](#).

Q: What is the Get school experience service?

A: Through the Get school experience service, schools can offer people who want to become teachers experience in a school. Providers have told us that the Get school experience service has been a great tool for connecting them with excellent ITT candidates. The service is accessed by around 4,000 users a month and there is currently an un-met candidate demand for school experience on the service. If you'd like to find out more, visit the [Get school experience website](#) or email school.experience@education.gov.uk.

Q: How do I support members of staff within my organisation who are interested in gaining Qualified Teacher Status (QTS)?

A: The [Get into teaching website](#) is the best place to start to learn about the different [ways to train](#). It includes information about [Train to teach](#) events which provide prospective trainees with information and help on their journey to becoming a teacher. The website also includes information about the Teacher training adviser service which helps candidates select a provider, prepare for interviews and complete applications.

Q: Is there any progression for internal support staff to study and train to become a teacher without having a degree prior? Something like an apprenticeship scheme for older staff to complete a teaching qualification within the school. I would love to see that in the future.

A: Whilst teaching remains a graduate profession, the department is currently working with interested parties within the sector to consider how to support teaching assistants and others, who do not hold a degree, to attain the qualifications they need to become qualified teachers via an apprenticeship model. For more information, please see the [public consultation](#) that is being conducted by the Trailblazer group for this work. The consultation closes on Monday 18 July.

Early Career Framework

Q: What improvements are the DfE looking to make to the ECF programme to address the feedback received from current ECTs, Mentors, Schools, Lead Providers and Delivery Partners?

A: We have listened to the feedback on areas for improvement in the provider-led ECF-based induction programmes and are working on making improvements. As well as the new digital service announced on 26 May 2022, we:

- have created new materials for school leaders, mentors and early career teachers to answer common questions about induction and ECF-based training.
- are reviewing materials to make them as user friendly as possible.
- are working with our providers to allow greater flexibility in when mentors can engage with the programmes.
- 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.

As well as these changes, we are committed to gathering evidence about the implementation and impact of the Early Career Framework, to ensure that it provides the best support for new teachers entering the profession.

Q: Does the Early Career Framework result in extra workload for early career teachers?

A: We have designed this programme to ensure that the strengthened induction will not add to the workload of early career teachers. In addition to the 10% time away from the classroom in their first year of induction, under the strengthened induction early career teachers will be entitled to 5% time away from the classroom in their second year of induction. It should be possible for the programme to be completed entirely in early career teachers time off timetable, the statutory reduction in working hours that early career teachers are entitled to.

We are committed to gathering evidence about the implementation and impact of the Early Career Framework, including any impact on workload, to ensure that it provides the best support for new teachers entering the profession. We are working with the Education Endowment Foundation (EEF) to ensure a comprehensive package of evaluation activity.

Q: How often does an ECT need to be assessed?

A: An ECT's performance will continue to be assessed against the Teachers' Standards. The ECF is not and should not be used as an assessment tool.

From September 2021 there are two formal assessment points: one midway through induction and one at the end. These will be supported by regular reviews to monitor progress, to take place in each term where a formal assessment does not.

Q: Do ECT's have to complete an ECF-based programme on top of another induction programme?

A: ECF-based training is expected to be embedded as a central aspect of induction; it is not an additional training programme.

The school may offer some supplementary training and support to meet the specific needs of ECTs and/or the school, for example safeguarding, however, any additional training does not replace the entitlement to the ECF.

Q: Do ECTs have to complete an ECF-based programme on top of another induction programme?

A: ECF-based training is expected to be embedded as a central aspect of induction; **it is not an additional training programme.**

Your school may offer some supplementary training and support to meet the specific needs of ECTs and/or the school, for example safeguarding, however, any additional training does not replace the entitlement to the ECF

Q: What should an ECT do if they have concerns about their induction programme or statutory entitlements?

A: If an ECT has any concerns about their induction, they should speak to their induction tutor in the first instance; if the induction tutor is unable to resolve the issue, then ECTs should raise the matter directly with their appropriate body whose role it is to check that ECTs receive their statutory entitlements.

ECTs should have been informed of who their appropriate body is at the start of induction and been given the details of a named contact with whom they can raise concerns.

National Professional Qualifications

Q: What are the time commitments for NPQs?

A: Study can last between 12 and 18 months, depending on the chosen NPQ. For Specialist NPQs there is a minimum of eight hours face-to-face delivery and for Leadership NPQs there is a minimum of 12 hours face-to-face delivery. Each lead provider may plan to have more face-to-face sessions than the minimum set out by DfE.

Interested applicants should visit: [Professional development for teachers and leaders \(education.gov.uk\)](https://www.education.gov.uk/professional-development-for-teachers-and-leaders) for more information, including course structure and average time commitments.

Applicants can also contact their local lead provider or [teaching school hub](https://www.teaching-school-hub.org.uk) directly to find out more about time commitments involved and how they can complete the qualifications around their existing responsibilities.

Q: Is there a minimum number of years you need to have been teaching to be able to complete the course?

A: NPQs provide training and support for education professionals at all levels, from those who want to develop expertise in high-quality teaching practice, such as behaviour management, to those leading multiple schools across trusts. Whilst the DfE does not mandate a minimum level of experience for NPQ participants, interested applicants should visit: [Professional development for teachers and leaders \(education.gov.uk\)](https://www.education.gov.uk/professional-development-for-teachers-and-leaders) for more information, including course structure, funding and how to apply.

Q: As a leader, how can I support my staff to undertake an NPQ?

A: To support staff to undertake an NPQ, we recommend discussing the qualifications with the staff in your setting to discuss which NPQs can support your organisation's action plan, improve your school outcomes, and support their career aspirations. It's worth noting that NPQs are available to staff without qualified teacher status (QTS).

Q: How are the NPQs funded?

A: As part of the government's long-term education recovery plan, £184 million of new funding will enable 150,000 educational professionals employed at state-funded organisations across the sector to access fully funded training scholarships for NPQs.

This funding will be available in academic years 2022 to 2023 and 2023 to 2024.

Q: I'm unsure if I'm eligible to undertake an NPQ in my current role, how can I check my eligibility status and whether a qualification is right for me?

A: Interested applicants can find information about the qualifications available and course eligibility by visiting the [Professional development for teachers and leaders website](#).

Applicants can also contact their local lead provider or [teaching school hub](#) directly to learn more about their eligibility status. These organisations will also be able to provide guidance around which NPQs may be suitable for the applicant and their setting.

Q: How many participants from each setting can access the funding provided?

A: Funding is applied per participant, not per setting, so multiple participants within a single setting can all access NPQs simultaneously.

Q: What is the Targeted Support Fund?

A: From autumn 2022, DfE have introduced additional payments to schools with 1-600 pupils, to enable them to support their teachers and leaders to undertake NPQs.

The Targeted Support Fund gives a grant payment of £200 per participant to these settings, for every teacher or leader they employ who participates in an NPQ.