



Nurturing the next generation of educators

The NIoT's Early Career Teacher Programme





Contents

Section 1:

Introducing NIoT

Section 2:

Key features and USPs

Section 3:

Programme structure and content

Section 4:

Nuts and bolts: Marketing, tech and admin support – next steps



The Rivers
C.of E. Academy Trust



**NATIONAL
INSTITUTE
of Teaching**

Section 1:

Introducing the National Institute of Teaching



The Rivers
C.of E. Academy Trust

 NATIONAL
INSTITUTE
of Teaching

Our vision

Our vision is of a school system that nurtures the talents of teachers and leaders at all stages of their careers so that they can provide children with the excellent education they deserve.





Our mission

Our mission is to improve the quality of teacher and leader development at a system level.

We do this by generating and interpreting research, applying the insights to the design and delivery of high-quality teacher development programmes, and sharing it all with the sector.

Section 2:

Key features of NIoT's ECT programme



The Rivers
C.of E. Academy Trust

 NATIONAL
INSTITUTE
of Teaching

Embedding great teaching...



Why our programme is different

We provide **impact** through **innovation**



Built-in flexibility; putting teacher time and wellbeing first.



Practical, useful content applicable to your context.



A supportive framework for mentors and induction tutors.



Powered by research; geared for long term impact.

98%

of our ECTs and mentors say they are satisfied with the content and facilitation of the programme.*

*Based on survey of over 3,000 ECTs and mentors, Autumn 2024



Built-in flexibility

- The choice to tailor the sequence of modules to fit with whole school priorities.
- Diagnostics that enable personalized learning pathways for each ECT to meet their needs.





Highly contextualised

- Context-specific materials for EYFS, primary, secondary (all subjects), post-16, SEND schools and alternative provision from diagnostics to seminars.
- Mentor-specific support to contextualise and model the content for their ECT as part of their training and study throughout.

Support for mentors and induction tutors

- Designed to develop the mentor as well as the ECT, guided by our mentors.
- Accessible and engaging study materials that help mentors bridge the gap between theory and practice.
- Underpinned by effective digital systems that make life easier, minimizing additional admin.



Powered by research

- In-house research function that helps to shape the design and delivery of our programmes.
- Highly responsive to any feedback or learnings from our research, adapting the programme quickly to continually improve our offer.



What our ECTs say

“The ECF has provided me with a range of strategies to implement in the classroom instantly. It’s also allowed me time to reflect upon my own practice and how to improve it.”

“My mentor is very supportive and ensures that I am observed weekly followed by a meeting. I feel like I can go to her and be open and honest.”

“I had used deliberate practice before in training but hadn’t necessarily felt it as a positive experience or something that aided my teaching. I feel like today was different. I will recall the practice better and remember the session and take it into the classroom.”

“Being observed weekly has been very beneficial for my practice as I am able to continually improve my own knowledge and teaching.”

“The programme gives me really useful content delivered clearly, in such a short time. It definitely gives room to reflect on my own routines and behaviour with a view to improving general classroom behaviour.”

What our mentors say

“My teaching has also improved, it is very motivational as well, it's one of my favourite parts of the job.”

“The NIoT online learning platform is really easy to use.”

“I have a wider understanding of what's happening in the school and my own subject knowledge/pedagogy improves. The fact I have to model good practice all the time really helps to develop consistency in my own teaching.”

“The programme refreshes my own practice in a positive way.”

“The self study modules have given a really good structure to mentoring so I can best support my ECT.”

“Facilitators are experts in their subject of mentoring and have many years of experience. They are well versed in the best mentoring techniques, understand the barriers to ensuring mentoring happens and at a high level and can point out the pitfalls of when mentoring can be substandard.”

What Ofsted say

“Seamless integration of expert insight with the practical demands of the classroom, ensuring that their training is both aspirational and immediately applicable.”

“School-led... with a clear and compelling moral purpose.”

“They know when and why to apply specific teaching strategies to secure strong outcomes for pupils in their own settings. As confident, reflective practitioners, they are exceptionally well equipped for long-term success in the classroom.”

“A vibrant, professional learning community.”

“Sessions are sharply focused to ECTs’ needs, respectful of their workload and carefully paced to sustain momentum without overload.”

Section 3:

Programme structure and content



The Rivers
C.of E. Academy Trust



NATIONAL
INSTITUTE
of Teaching

Intent

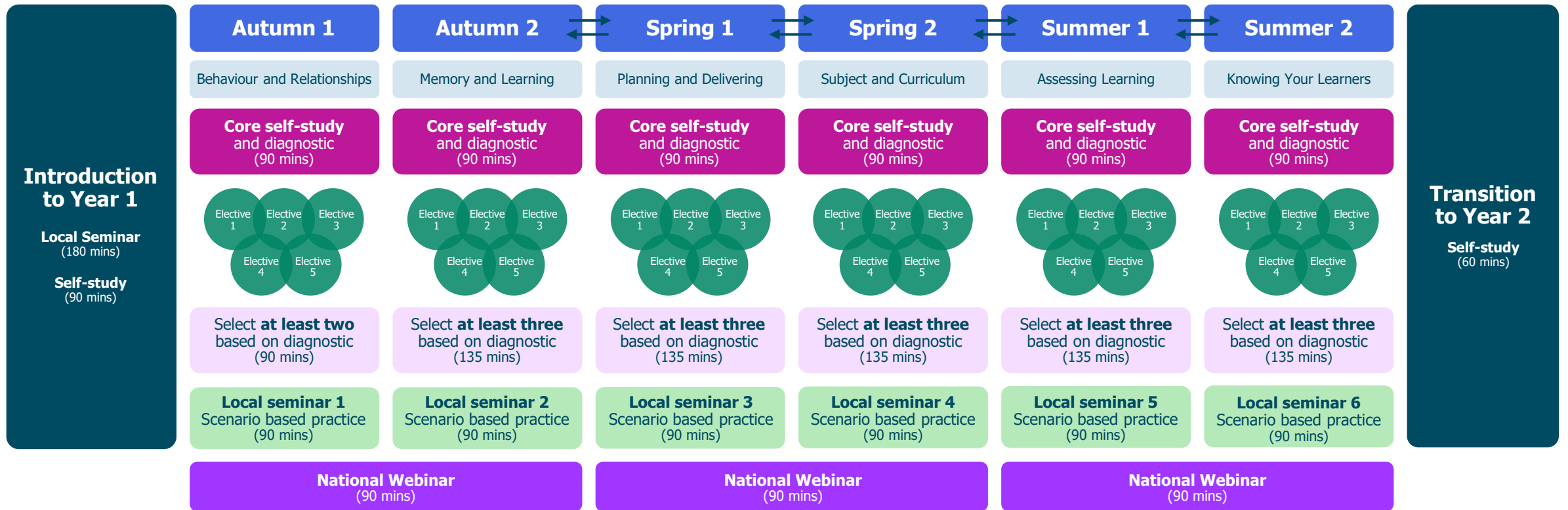
Outline of the ECT programme

- Building on the knowledge and skills developed during initial teacher training, ECT1 provides pedagogical training that is underpinned by the theory drawn from the evidence base.
- ECT2 continues to build on this and 'flip' it.
- Underpinning principle – implementation of theory into practice using our Personal Professional Development framework.

Year 1

Early Career Teachers Programme

While the below sequence is recommended, it can be adapted if a clear rationale is provided by a school induction lead, and it is agreed that this adaptation is in the best interest of the ECT.



Year 1

Example of a typical module

Engage in diagnostic activities and personal professional reflection.

Read the core self-study.

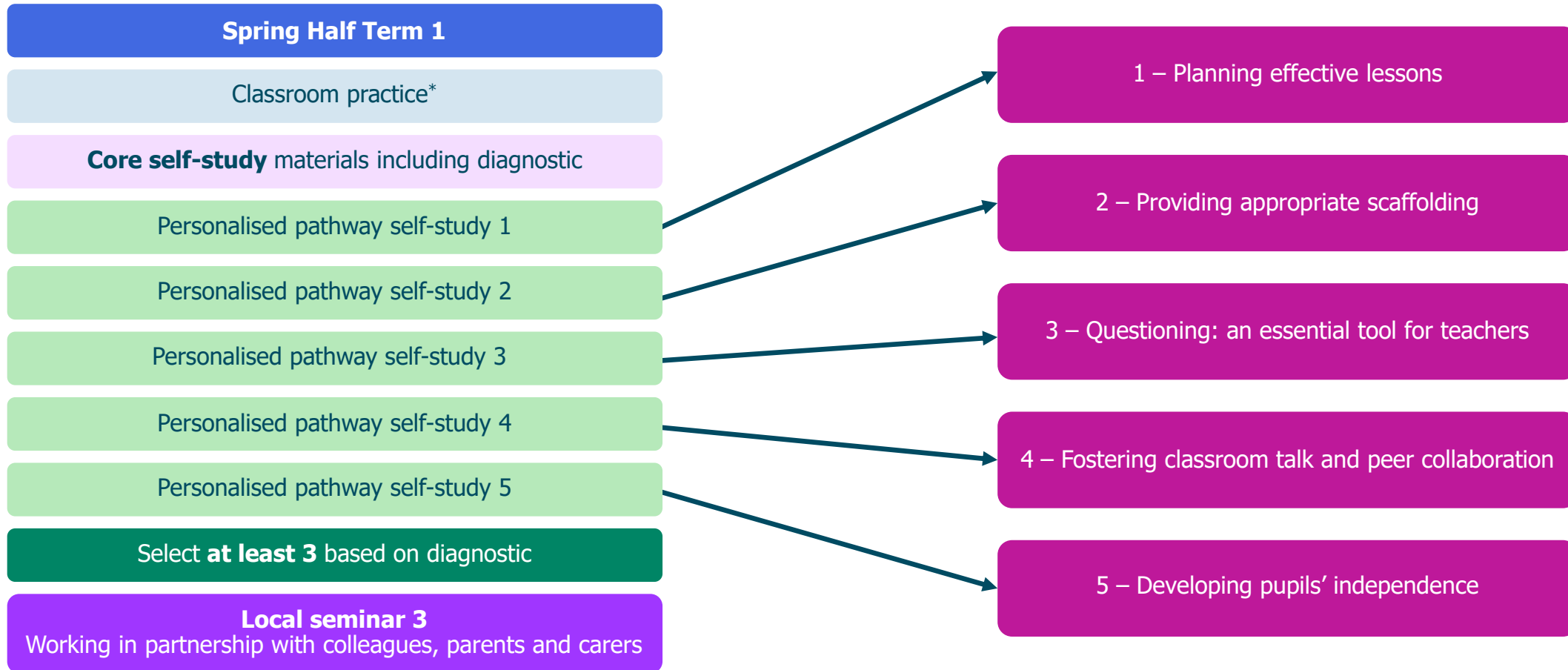
Work with your mentor to identify an area of practice to focus on and 3 elective self-studies to engage with.

Learn how to apply theory to develop and improve classroom practice and teacher expertise.

Let's look now at this in more detail...

Year 1

Example of a typical module – detailed

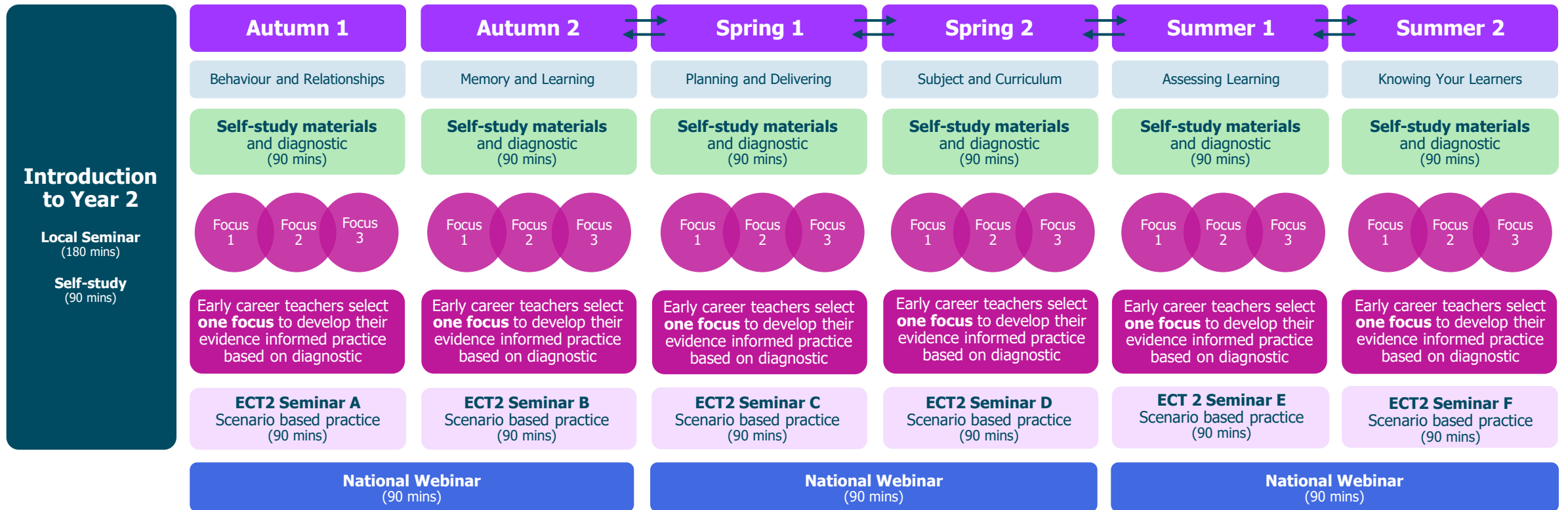


ECT Programme overview

- **Programme introduction:**
Self-study and local seminars for ECTs and mentors.
- **Core self-studies:**
90-minutes per half term linked to each domain. Includes a 30-minute diagnostic.
- **Diagnostic:**
30-minutes, identifies strengths and gaps.
- **Elective self-studies:**
45-minutes x3 per half term (2 in Autumn 1), focusing on sharing exemplification and includes action steps.
- **Seminars:**
90-minutes per half term
– **Local seminars:** 6 sessions x 90 minutes delivered in cross phase/subject.
- **National webinars:**
90-minutes per term.

Early Career Teachers Programme

While the below sequence is recommended, it can be adapted if a clear rationale is provided by a school induction lead, and it is agreed that this adaptation is in the best interest of the ECT.

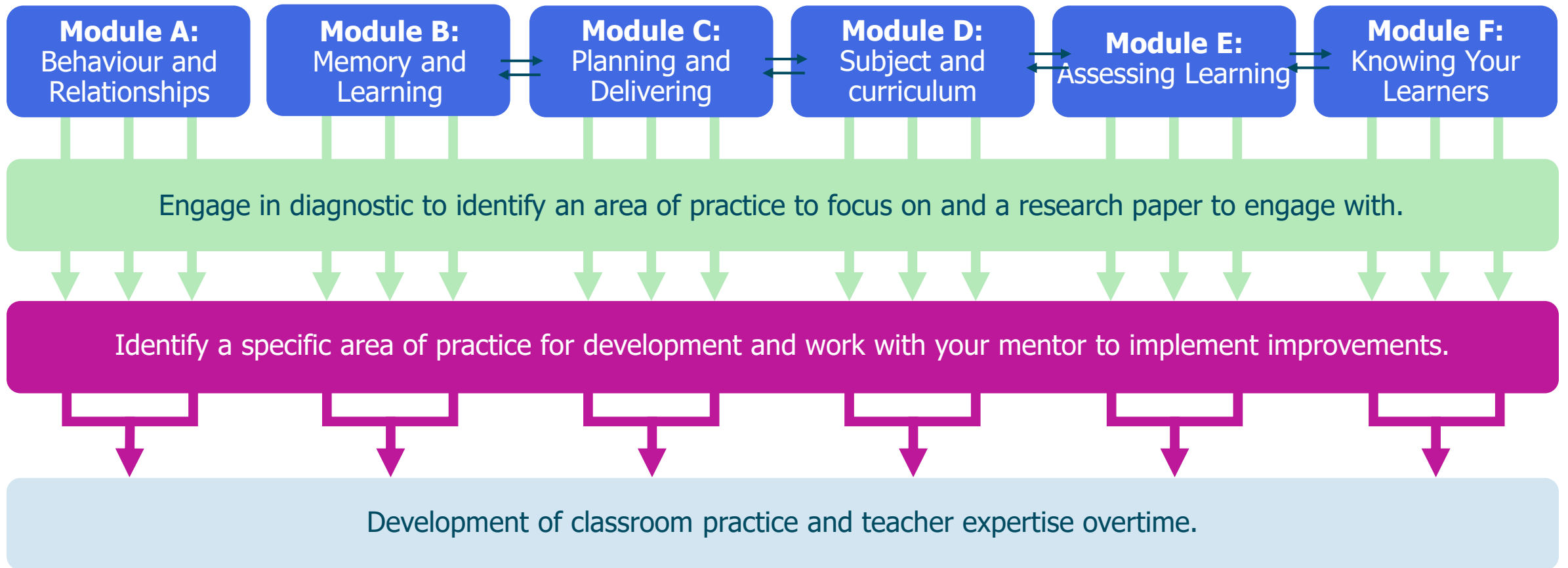


ECT Programme overview

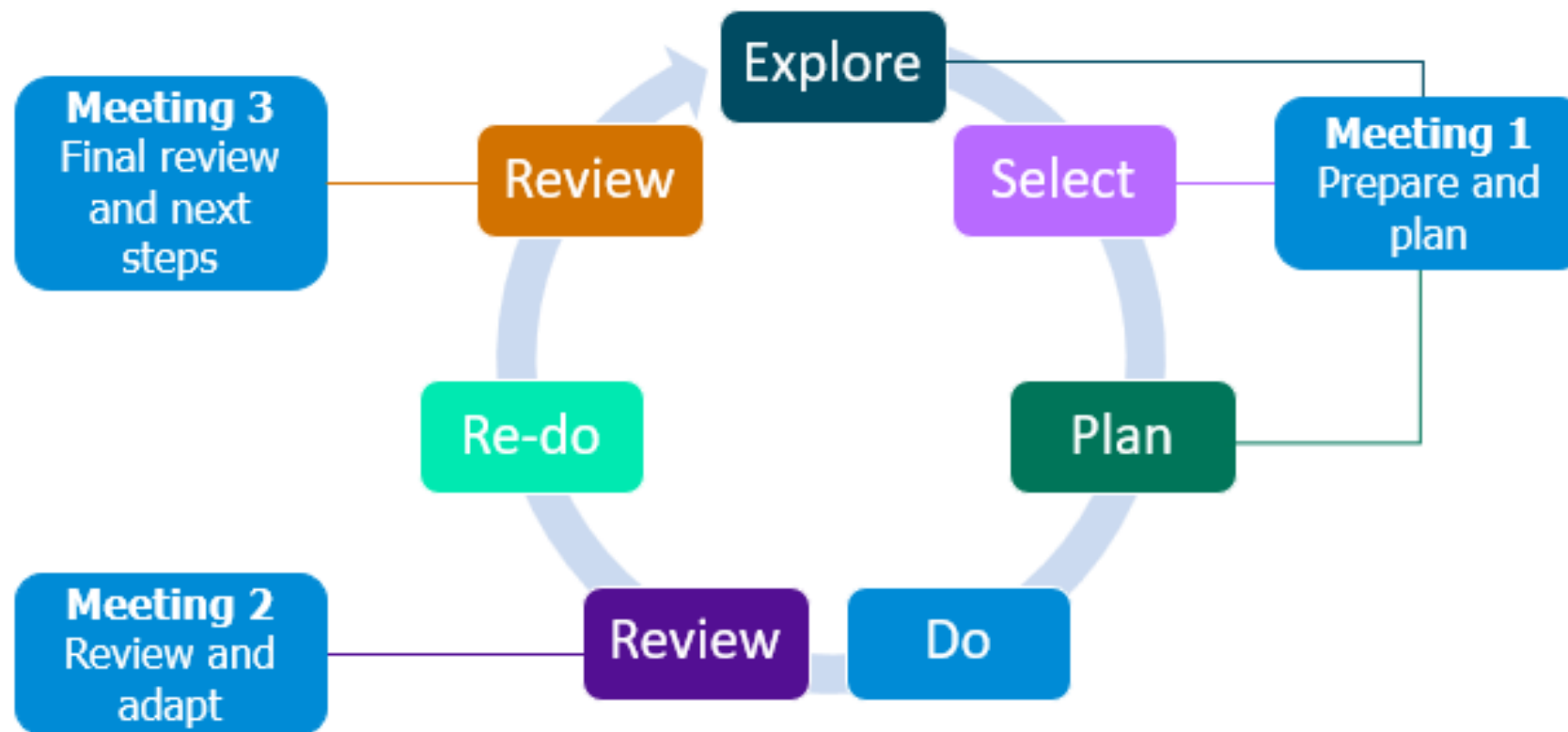
- **Year 2 approach:**
Moving towards subject specificity and more flexibility to adapt and contextualise with increased challenge.
- Developing skill in use of evidence in the classroom.
- Developing research-informed practitioners, focused on implementation.
- **Self-studies:**
6 shorter modules – 15 mins per week or equivalent.
- **Seminars:**
90-minutes per half term
 - **Local seminars:** 3 sessions x 90 minutes delivered in cross phase/subject
 - **Subject/phase specific seminars:** 3 sessions x 90 minutes.
- **National expert webinars:**
One per term.
- **For mentors:**
Summaries of the ECT studies if they would like to use them to support their ECT's learning and implementation. Clear mentor meeting frameworks and templated through Prism to guide their support of the ECT.



Deeper understanding

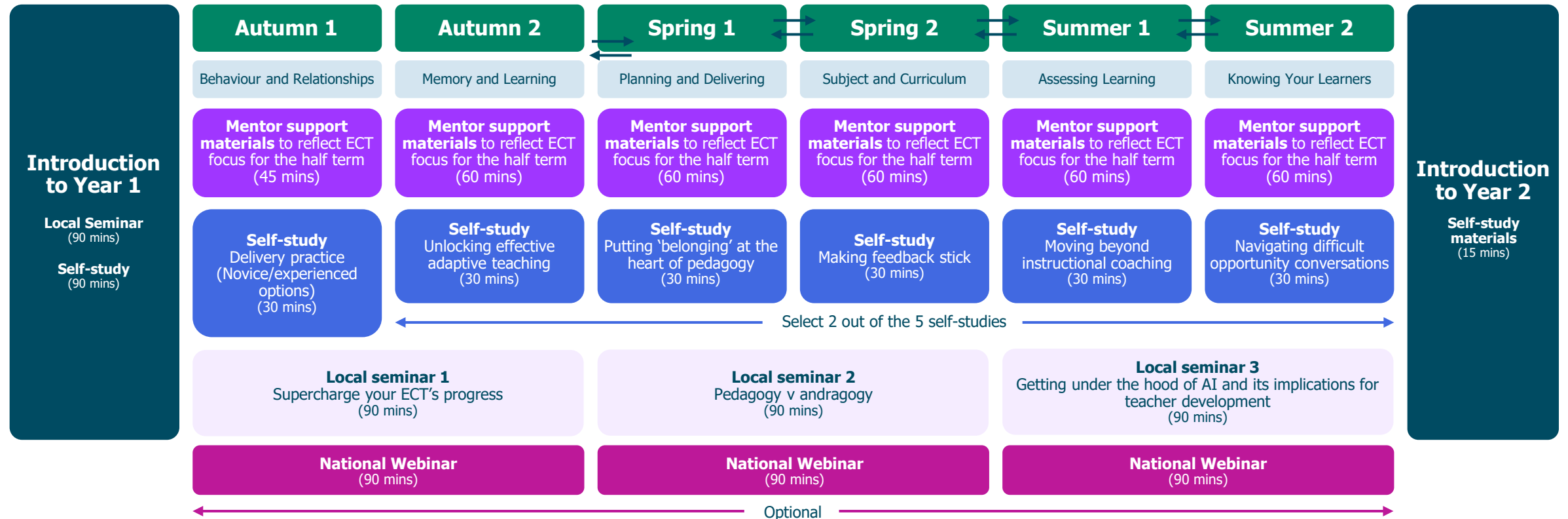


Personal professional development cycle



One-year Mentor Programme overview

While the below sequence is recommended, it can be adapted if a clear rationale is provided by a school induction lead, and it is agreed that this adaptation is in the best interest of the ECT.



National Expert Webinars – What they are

What they are

- Unique sessions from international education experts that help to underpin what ECTs have been learning at a local level.
- Our national expert webinars are valued by ECTs and mentors alike, with 98% rating the sessions highly.

The speaker was excellent, linking to real life examples and personal experiences. Mohamed really captured the importance of teaching and the importance of mattering in school for both students and staff. It prompted reflection and allowed me to take a step back from the chaos of school life and reflect on the most important thing, how well I have built rapport and relationships with students.

I really enjoyed watching this with colleagues and discussing what Mohamed had to say. We were able to relate what he was talking about to our school context and consider how we can bring this into our daily practice.



National Expert Webinars

Meet our speakers



Mohamed
Abdullah



Sonia
Thompson



Alex
Quigley



Bradley
Busch



Kate
Jones



Roisin
McEvoy



Amanda
Wright

Section 4:

Overviews



The Rivers
C.of E. Academy Trust

 NATIONAL
INSTITUTE
of Teaching

ECT Overview

Year 1	Programme element	Length	Frequency
	Mentoring	1 hour	Weekly
	Onboarding	3 hours	Once in Autumn 1
	Self-study	45 minutes	Weekly
	Local networking seminars	90 minutes	Half termly
	National expert webinars	90 minutes	Termly

Year 2	Programme element	Length	Frequency
	Mentoring	1 hour	Fortnightly
	Introduction to Year 2	3 hours	Once in Autumn 1
	Self-study	25 minutes	Weekly
	Local networking seminars	90 minutes	Termly
	Subject or phase sessions	90 minutes	Termly
National expert webinars	90 minutes	Termly	