**Market Engagement Q&A – Combined**

The purpose of this Q&A is to respond to questions which have been raised in relation to implementation of the Early Career Framework. We have invited feedback via a questionnaire following the events earlier in April to inform our delivery approach.

We see this as an opportunity to engage and gather your thoughts, in particular to questions: 1.2; 1.3; 1.4; 2.1; 2.2; 3.1; 4.1; 4.2; 4.3; 4.5; 4.7; 5.2; 5.3; 7.2; 8.4; 9.7; 11.3; 14.3; and 15.1.

1. ***Curricula and Materials***

**Q 1.1: What do you mean by the ‘ECF curriculum’?**

We are expecting a curriculum to sequence the Early Career Framework into a two-year, detailed and digestible programme. This does not mean a subject curriculum.

**Q 1.2: Do the materials need to be static and downloadable or could they be more interactive?**

Our base assumption is that all schools must be able to access the materials. We welcome feedback about how to ensure these materials are accessible to all schools, and the associated costings of this. We are open to feedback on what would suit schools the most.

**Q 1.3: Are you expecting providers to bid for parts of the curriculum or for the whole package?**

We want to make it as easy as possible for schools to access materials and training programmes, so our assumption is that they need to be able to go to one provider for support covering all aspects of ECF.

The statutory guidance will require schools to cover all five pillars of the framework. We recognise the challenge of trying to do this universally, whilst including areas of specialism.

**Q 1.4: What process do you have in mind for quality assurance of the curricula and materials?**

We will provide more information on quality assurance in the Invitation to tender (ITT).

**Q 1.5: Given DfE will own the Intellectual Property, will the funding model ensure continued investment in the curricula to ensure they are up to date?**

Full details of the funding model will be released in the ITT, but we expect contracts will include provisions for updating during the life of the contract.

**Q 1.6: In supporting the creation and training of ECF materials, what sort of organisation are you looking for?**

We are open to bids from a wide range of organisations, full details of the Departments requirements will be released in ITT. We welcome bids from consortia, and will be sharing contact details of attendees at the market engagement events.

1. ***Specificity***

**Q 2.1: Is the ECF universal across all phases; does this include post-16 and special schools?**

As set out on the slides, post-16 should be included.

Experts on SEND fed into the development of the Framework, and we consulted widely with the sector. We are aware that some specialisms may require particular approaches.

**Q 2.2: Can the curricula and materials include subject specific support?**

When working with experts to develop the ECF we wanted to ensure that it works across phases and subjects and we did not want to create too many versions. Our current assumption is that the curricula and materials need to work across subjects to cover the core content and any subject specific materials would be developed in addition to this core content.

***3. Early Career Teacher training***

**Q 3.1: Will there be different expectations of what the training should cover, depending on routes into teaching?**

We recognise that teachers will have different starting points and different levels of experience. We would welcome feedback on possible solutions to address this. We intend to set out further details in the ITT documents.

**Q 3.2: There are already a number of existing NQT programmes. How will these be balanced with the expectations and workload of new induction arrangements?**

We are conscious that there are different programmes which call on NQT’s time and we are interested in proposals from suppliers which recognise the twin challenges of time and workload pressures on NQT’s and their mentors. . The ECF should not be seen as an additional workload burden and we would want providers to say how they would mitigate this.

***4. Mentors and mentor training***

**Q 4.1: Do you expect the mentor to be based within the same school as the early career teacher?**

That is our current assumption.

**Q 4.2: In addition to the 5% timetable reduction, will there be money available for backfill or to cover timetabling issues?**

We have committed to funding the additional call on mentors’ time in the second year. We are interested in knowing more about the barriers for securing mentors’ time.

**Q 4.3: There are concerns about securing high quality cover for mentors’ time, particularly for small schools and departments. How will this be managed?**

We recognise this may be a challenge.

**Q 4.4: Will you be reviewing the mentor standards?**

As part of our response to the consultation on Strengthening QTS and Improving Support for Early Career Teachers, we committed to revisiting the mentor standards. This is an extended piece of work and our current assumption is to review this in time for national roll-out.

**Q 4.5: How will you ensure mentors are prepared for delivering the ECF and can meet the new expectations?**

That is why we have committed to fully fund training for mentors to ensure they are familiar with all aspects of the ECF.

**Q 4.6: How will the mentor’s 5% off timetable be implemented?**

A: This is for the additional call on mentors’ time in the second year of induction. Schools will be paid directly for this and we are working through how this process will work.

**Q 4.7: Will early career teachers be expected to have a subject mentor? Where this is not feasible, for example in a small department, will there be an external mentor?**

Our assumption is that mentors will be based in school. The mentor will play an important role to offer support to the early career teacher, which might include brokering subject specific support where needed. The Education Endowment Foundation (EEF) will run a pilot to explore effective mentor support, which will be carried out from September 2019, and the findings from this will inform our work.

***5. Academic credits***

**Q 5.1: Will there be recognition or qualification for mentors?**

We are considering the link between the mentor training and the Teacher Developer NPQ, and the possibility that the mentor training may provide credits towards one module of the NPQ. As part of this work we may engage with parties involved in the ECF procurement and where it is identified that the information discussed may be useful in the context of the procurement we will share it via the Q&A log.

**Q 5.2: Would it be possible for a training provider to award academic credits linked to the ECF?**

We have not taken a final decision on this. If providers want to attach credits to a programme, we welcome feedback about how they would do this. We would be interested to know what could be put in place to support teachers to do this and how this would impact costings and delivery models.

**Q 5.3: Many providers offer a PGCE with 60 credits. These credits are often not transferable between institutions and can be very difficult to overcome. How do teachers continue their masters?**

We would be interested to hear how we could make this work.

***6. Teacher developer NPQ***

**Q 6.1: How much of a connection do you see this having with the Teacher Developer NPQ?**

We are currently working through the development of this NPQ and will be sharing our assumptions at a later stage. This will be a separate procurement, with more information available in due course.

**Q 6.2:** **Is this part of a longer strategy to boost the status of teaching as a profession?**

Our current focus is on the ECF and ensuring schools can deliver that. We are also working on developing career pathways and further qualifications (e.g. NPQs), as set out in the Teacher Recruitment and Retention strategy.

***7. Choice***

**Q 7.1: Can schools choose which elements of the ECF they want to engage with?**

No. Schools that provide statutory induction will have to cover every element of the ECF. Schools can choose to offer the support themselves, but they must cover all elements of the framework.

We committed to provide support to schools to facilitate this; this will be through high-quality curricula and materials (which they can still use even if they wish to follow their own programme), as well as fully-funded training programmes. Schools will have the choice about whether to engage with the DfE funded support or not. As long as the early career teacher is receiving their entitlement to training underpinned by the whole ECF, the school will be under no obligation to use one particular provider.

**Q 7.2: Will it be the school who chooses a training provider or the early career teacher?**

Our assumption is that schools will choose the training provider as they may have more than one early career teacher to support and will want to work with one provider. We will test this during early roll-out. We also want to engage with trainees before the start of induction so they are aware of the reforms and to see if it influences their decision about which school to teach in.

***8. Early Roll Out***

**Q 8.1: Will the Invitation to Tender set out targets around school recruitment?**

We will ask bidders to stipulate the number of participants and schools they are planning to reach. We will set out the minimum numbers of participants required per bid in the ITT. KPIs on participant numbers would be set out in contracts and used to measure progress.

**Q 8.2: What will be the process to moderate recruitment numbers?**

We will provide full details in the ITT, but it will likely include something on over-saturation and duplication.

**Q 8.3: Will providers be required to monitor numbers of participants?**

DfE would expect providers to report progress on this as part of ongoing contract management – they would be held to account on the numbers outlined in their initial bid and managed through a service credit mechanism.

**Q 8.4: Are providers supposed to be recruiting schools rather than recruiting individual NQTs? If so, would you expect schools to have all NQTs on the programme or could different NQTs be on different programmes?**

Our assumption is that eligible schools would opt-in and all the early career teachers at that school would be eligible.

**Q 8.5: Do you have a sense of numbers we should be aiming to reach?**

We would expect providers to stipulate the numbers they could reach, but expect to set a minimum number in the ITT.

**Q 8.6: Is early roll-out optional for schools? What will happen if a school does not opt-in?**

Yes, early roll-out will be optional as statutory changes to induction do not come into force until September 2021. We want as many schools as possible to opt-in. If some schools do not opt-in, we will use evaluation evidence to understand why this is.

**Q 8.7: Can you apply to supply outside of your geographical area?**

Delivery must be to the early roll-out areas, but you can bid to provide if you are based elsewhere. DfE will only fund access to training programmes for NQTs in early roll-out areas.

**Q 8.8: Will bidders be expected to cover all early roll-out areas? Can they do just one area?**

We will set out our final position in the ITT.

**Q 8.9: Are providers able to offer training products to teachers outside of the immediate early roll-out area, (for example a cross-cutting diocese)?**

All participating early career teachers must be from schools within the early roll-out areas.

**Q 8.10: What is the AB role likely to look like during early roll-out?**

Early roll-out changes will not be statutory. We will work with ABs during early roll-out to get their feedback.

**Q 8.11: How did you choose the early roll-out areas?**

These areas are linked to the Government’s industrial strategy and will provide a range of contexts to test and develop these reforms. There will be an opportunity for providers from different areas to talk to each other at the end of the event and we will be sharing attendees’ details to support networking.

***9. Funding***

**Q 9.1: Can you clarify what ‘payment by results’ means, given providers will have costs to pay up front?**

We recognise that there will be expenses incurred in providers’ upfront work (for example, developing a curriculum). Payments will be made on the meeting of key milestones. In addition, payments will be made on key milestones in the delivery of training e.g. recruitment of participants, completion of training etc. This does not mean results in terms of the impact of training or the completion of induction. If the evaluation will be linked to the payment structures, this will be made very clear in the ITT.

**Q 9.2: You have stated that £12million is available for these contracts. How much of this is dedicated to early roll-out?**

All of it.

**Q 9.3: Will this procurement, or the budget available, be affected if an election is called?**

The procurement may be impacted by purdah, as purdah would affect the award of contracts. We will seek a legal opinion on this, but we cannot second-guess what will happen at this stage. We will provide an update if this happens.

**Q 9.4: How will funding work?**

Providers will be expected to complete a pricing schedule, breaking down of costs against core delivery components – fixed and variable. The payment profile will align with key deliverables and reflect actual monthly expenditure

**Q 9.5: Can this be linked to the untapped apprenticeship levy?**

We are currently in conversations with the Institute for Apprenticeships regarding this. We understand the challenges that schools face in accessing this money and our current assumption is that this is not yet aligned with ECF delivery, however this is something we are actively investigating.

**Q 9.6: If schools opted not to use accredited providers, will they be unable to draw upon any funding to deliver the programme?**

The training programmes will be made freely available to schools and money will be paid directly to providers. Schools will not be able to draw upon this funding to support their own training. Only accredited providers will be able to offer the funded training.

Funding to cover the additional 5% off timetable for second-year ECTs, as well as funding for the additional call on mentors’ time will be made available directly to schools from September 2021 for those participating in early roll-out, and from September 2022 to cover national roll-out.

**Q 9.7: Will the DfE funding include supply cover?**

We have committed to funding the additional 5% in the second year for early career teachers and the additional call on mentors’ time in the second year. We are interested in knowing more from you about the barriers for mentors.

**Q 9.8: Will the £130m annual funding for national roll-out be ring-fenced or is it subject to the Spending Review?**

We have been clear in the Teacher Recruitment and Retention Strategy that we will fully fund these reforms with approximately £130m per year.

***10. Induction/Assessment***

**Q 10.1: Is the ECF a realisation that one year of training is insufficient?**

Under the current system, the majority of early career teachers do their Initial Teacher Training, are then awarded Qualified Teacher Status (QTS), and then undertake a one-year induction. Initially, we consulted on moving QTS to the end of the induction period. The general response was to not move the award of QTS, but to take measures to strengthen induction. Therefore, from September 2021, we will extend induction to two years.

ITT is a very important part of training teacher’s training, and so, as announced in the Teacher Recruitment and Retention Strategy, we are reviewing the ITT Core Content Framework to ensure coherency between ITT and induction and to minimise duplication of content.

**Q 10.2: Is induction only compulsory in maintained schools? What is statutory about this?**

If a school provides statutory induction it must comply with the induction regulations and guidance. Many academies do offer induction, and those that do will need to comply with the regulations in full, including delivering the ECF. We will look to find out the statistics of how many non-maintained schools offer induction. The training offer is free to schools and we will not be mandating particular training routes.

**Q 10.3: Will the assessment period be extended to two years?**

For national roll-out (from September 2021) statutory induction will be two years long with assessment points across the two years. We are currently working to ensure that assessment is not overly burdensome and considering what assessment structure would be most appropriate. Our current assumption is that there needs to be at least one assessment in year one.

For early roll-out, given the statutory changes will not be in place, induction will remain one year and teachers will be assessed at the end of this, as is the present case. Teachers in early roll-out will still have access to support and training in the second year.

**Q 10.4: How will this work for part-time teachers?**

We understand there are currently flexibilities for part-time teachers and we want to ensure that these are extended. We will clarify our intentions in the ITT.

**Q 10.5: What happens if a school is provided with funding for the additional time off timetable, but does not engage with training; how will induction be strengthened?**

For national roll-out, we will be making statutory changes to induction to ensure alignment with the ECF. Schools can either opt-in to the full training packages or use the ECF, curricula and materials to underpin their own induction arrangements. The role of the appropriate body will be to ensure they are meeting the revised induction requirements.

**Q 10.6: If a teacher is on an assessment only route, they are entitled to a reduced induction period. Will this still be the case?**

We will take this away and make this position clear in the statutory guidance for national roll-out.

**Q 10.7: Will NQTs remain on an unqualified salary for two years?**

NQTs pay will not be adversely affected. The award of QTS will remain the same as present, and NQTs will still be able to progress on the pay scale as current arrangements allow.

***11. Delivery Partners***

**Q 11.1: Are you open to joint bids?**

Yes, we would welcome consortium bids.

**Q 11.2: If working with delivery partners, will there be some flexibility in changing partners over time for different aspects of the programme?**

We encourage organisations to work together to ensure that they have the appropriate capability and capacity to deliver all aspects of the contract. We will set out our position in the ITT.

**Q 11.3: Is it possible to be a lead contractor and also a sub-contractor? Can a sub-contractor apply in more than one bid?**

It is our current assumption that only one bid should be allowed per organisation but we will set out our final position in the ITT. The key point is to ensure supplier capacity to deliver.

**Q 11.4: What will DfE be doing to facilitate partnership working?**

There will be some time at the end of today’s event for networking. We can circulate contact details of attendees, but please let us know now if you do not want your details shared. We will also consider the use of online networking programmes.

***12. National roll-out***

**Q 12.1: Will you ensure that GDPR compliance features in contracts, in the case that data needs to be handed over from early roll-out providers to national roll-out providers?**

We will detail this at ITT stage and requirements will be in the contracts. DfE has its own general set of terms and conditions around data sharing that are available to view on the gov.uk website.

**Q 12.2: Will national roll-out providers be required to ensure the local context is addressed in their training?**

Our current assumption is that we will run another procurement for national roll-out. We expect that training will be based on curricula and materials developed for this procurement. The training to be delivered for national roll-out will be expected to reflect local context and needs in the delivery model, as in early roll-out. Our assumption is that the universality of the ECF and consistency of the curricula and materials will set out what teachers need to know. How providers choose to deliver for different schools (e.g. from rural to larger urban schools), is where local context would be addressed.

**Q 12.3: Is the 5% off timetable for mentors and ECTs in national roll-out for them to undertake training?**

It is for schools to decide whether they take part in the funded training. One school might decide to draw upon funded training, whereas another might decide to use the ECF, curriculum and materials to run their own induction training. The appropriate body will play a role to ensure induction meets the new requirements.

**Q 12.4: Will statutory induction guidance be updated? For sixth form colleges can we take out section** **2.3 – this is costly and of no value and leads to excessive workload.**

Yes, statutory guidance will be updated to reflect the new requirements. This is underway and will be in place for national roll-out.

***13. Evaluation***

**Q 13.1: How will the evaluator be appointed?**

The evaluation is not part of this procurement. The DfE will run a separate procurement for this work.

**Q 13.2: Will the evaluation collect information about the impact of the reforms on the quality and consistency of induction as well as on teacher retention?**

For early roll-out we will undertake a short-term evaluation which will collect evidence about the effectiveness of the training, so we can ensure the training meets the needs of a range of schools. We will collect evidence on the early signs, and perceptions, of impact. We will be considering our longer-term evaluation strategy for this work, which is likely to include considering its impact on retention.

***14. Procurement***

**Q 14.1: Can you be an appropriate body as well as an organisation delivering the ECF training?**

We are interested to know whether appropriate bodies would be interested in doing this. The role of the appropriate body will not change during early roll-out and we will be working with appropriate bodies in these areas to inform national roll-out.

**Q 14.2: Is a procurement the right approach? Could this work be given to Teaching Schools as they are in a good position to understand local context?**

As government, we need to run a fair and open competitive process. The procurement will be open to Teaching Schools who want to bid – either on their own or as part of a consortium.

**Q 14.3: Given this procurement covers both the development of curriculum and materials as well as training programmes, how should bidders balance these two skills to ensure the best possible solution for schools?**

We expect to be assessing for curricula and materials development, and training programme development, as two separate parts of the ITT. If providers feel there is a gap, we encourage working in partnership or consortium agreement with other organisations. Our current assumption is that we will not award separate contracts for the different elements.

**Q 14.4:** **Do you have an expected number of contracts that you are anticipating awarding?**

We expect to award a number of contracts to ensure coverage and give schools choice. The number will depend on the quality of bids received.

**Q 14.5: How does this procurement link to the work being led by the EEF?**

The Education Endowment Foundation is funding and leading work to explore effective ways of supporting mentors. We will ensure the findings from this programme inform our work. The EEF programme of work was commissioned as part of a separate procurement activity and will not run in early roll out areas.

**Q 14.6: Are providers bidding to develop curricula and training in a contract from September 2019 - April 2020 and then to delivery in their proposed partnership from September 2020?**

Our current assumption is that contracts would commence from Oct 2019 until March 2023. The scope of the contracts would include curricula, materials and training programmes with the following milestones (but not limited to):

* Curricula and materials submitted for QA by DfE April
* Participants recruited to training programmes by summer 2020 with delivery commencing from September 2020 for two years.

Through the procurement, we are encouraging a partnership approach.

1. ***Other***

**Q 15.1: Is there a risk of increased workload if the 5% additional time off timetable is used for training?**

Yes, we agree this could be a risk. There is a strand in the ECF on workload and how to manage it effectively.

**Q 15.2 : In the Teacher Recruitment and Retention strategy it was mentioned that NQTs will be provided with lesson plans and resources for teaching. Is that part of this programme?**

The ECF covers the importance of lesson planning for ECTs. We recognise that this is an important skill, but can also be burdensome. There are projects ongoing in the Department to help schools with this.