



# Bright Futures Partnership with Teach First for Early Career Framework

Teaching School Hubs (TSHs) have a remit and role to deliver the Early Career Framework (ECF). To achieve this TSHs must partner with one of six organisations that have been accredited by the DfE as a Lead Provider (LP).

We take our roles as a TSH in Trafford and Salford, and a TSH in Manchester and Stockport extremely seriously and this is evident in our due diligence when selecting our LP. We already work with a national provider so it would have been easy to continue that relationship, but **we have a responsibility to all schools across our Hub areas** to get this right and to ensure we are living out the seven principles of Public Life (the Nolan Principles).

## Did you know...?

- Only TSHs can offer ECF and Appropriate Body (AB) services, this is a real strength and makes things easier for schools
- Only TSHs have gone through a rigorous and robust process with the DfE to be designated as the ECF delivery arm, removing the risk for schools

## Bright Futures Teaching School Hubs' rationale for identifying both strengths and possible limitations of LPs

### LP Characteristics

- Mission and values (alignment to Bright Futures TSH values and strategic aims)
- Unique selling points
- Central Team capacity/capability
- Key personnel/day-to-day contact
- Quality and track record

### Funding and Accountability

- Delivery Partner (DP) accountability to LP
- DP risk
- DP funding
- Contractual Ts and Cs
- Escalation routes

### Delivery Model

- Core elements of Delivery Partner (DP) role
- Flexibility of DP role (at the start/over time to enable programme adaptations to meet need)
- Quality of programme design

### Scale and Coverage

- Seeking/offering specialist expertise
- Allocation of participant numbers, matching size and scale of the Hub areas
- National/regional coverage

## Why we chose Teach First

- **Experience** in Early Career Framework (ECF) early roll out
- Modules contain '**stretch**' content, going beyond ECF
- Diagnostic to support **tracking of progress**
- Training involves **engaging and interactive techniques** and the application of theory
- High-quality training for Mentors including insight into the ECF and **instructional coaching** techniques
- Year two delivered through a **subject lens** e.g. subject and phase-specific sessions
- Opportunity for **local tailoring and relationship building** e.g. curriculum designed flexibly to specifically support different schools
- Track record of **supporting schools in disadvantaged communities** with Initial Teacher Training (ITT), ECF and National Professional Qualifications (NPQs)
- **Experience** of working with a range of sectors e.g. Special/Alternative Provision, ensuring we embed SEN, and across all age ranges so we can make our offer age-phase bespoke
- Commitment to providing **additional support/funding** for schools serving disadvantaged communities (**based on sparsity/pupil premium**)

## If you are thinking of using a different provider, you should consider the following:

- Does the programme have a strong subject/age-phase specific option?
- What does the programme content and rationale look like and how has it been developed?
- What reassurances are there for programme materials to be exemplified and contextualised in order to reflect school and local need/s?
- No one teacher is the same, what opportunities are there for programme materials to be tailored to individual need/s?

## Teaching School Hub designation across Greater Manchester

In Greater Manchester, the majority of designated TSHs chose to work with Teach First - with 8 out of 10 boroughs having Teach First ECF coverage.

We feel this reflects the strength of the Teach First offer, meaning Early Career Teachers (ECTs) and Mentors can move across most of Greater Manchester with consistency, as well as receiving seamless support and training.

This is another reason why we feel it is so important for ECTs to work with their TSH.

