



  
Department  
for Education

## Delivering World- Class Teacher Development

June 2021

# A critique

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IRIS Press



### **Author's note**

This critique was prompted by the publication, without any accompanying press release or announcement, of a document that seems to map the future shape of teacher education in England.

As the publication contained little detail and few links to the primary sources, I decided to produce a critique of the document, which would direct readers to the source documents (see the endnotes).

The two infographics (Annex A and Annex B) in the DfE document offer a very high-level overview of how the new system is expected to operate. To assist with understanding, this critique contains a suite of infographics (as appendices) setting out more of the detail.

I am grateful for the comments on the early drafts of this document by colleagues who are members of the All-Party Parliamentary Group for the Teaching Profession. This document was an agenda item at the meeting of the APPG held on 28<sup>th</sup> June 2021, at which some additional issues were raised.

Any views contained in this critique are those of the author alone.

**Chris Waterman**

1<sup>st</sup> July 2021

## Contents:

Author's note

1. Introduction
2. Commentary
3. "Delivering World-Class Teacher Development"
4. The shape of things to come
5. Conclusion
6. Endnotes
7. Appendix 1   Lead providers
8. Appendix 2   ECF Lead Provider
9. Appendix 3   Key documents
10. Appendix 4   Ofsted Blog
11. Appendix 5   Teaching School Hubs

About the author

## **Introduction**

The nature and content of initial teacher education has been in a state of flux for more than a decade. When Michael Gove was appointed as Secretary of State for Education on 12<sup>th</sup> May 2010, his first act was to instruct civil servants to ensure the removal of all traces of the Department for Children, Schools and Families from the walls of the Department.

By the following morning, visitors were welcomed into a much less colourful reception area at Sanctuary Buildings: within days the branding for the Department for Education was on the plate outside. Plain text in Government-issue dark blue.

Michael Gove, supported by Nick Gibb, Minister for Schools, who had worked with as Shadow Schools Minister for many years in Opposition, rushed the Academies Act 2010 onto the statute book, in just a few weeks. This was to enable the early-adopters of the Govian academy to convert to academies in time for the start of the 2010/11 academic year. The only criteria for becoming an academy were: an outstanding Ofsted grade; a simple vote at a meeting of the Governing Body.

The outstanding schools that converted early received a significant cash injection (their share of the local authority education budget) and were absolved from any form of inspection – many “outstanding” academies have yet to be inspected after 12 years.

For teachers, the implications of academy status included: being employed by the Trustees; having no formal link with the local authority; being subject to changes to pay and conditions. Academies were also told that they did not need to appoint qualified teachers. The Schools Minister made very clear that he would rather a school appointed a good honours graduate from a Russell Group university, in preference to a qualified teacher with a less prestigious degree.

## **Context**

The drive to making academy status the norm for secondary academies and undermining the value – and necessity - of trained teachers was accompanied by a concentrated attack on what was characterised by Michael Gove as “the blob”. The blob, a term coined by Toby Young, was perceived to be the left-wing academics, who, it was assumed, dominated university education departments.

Teach First, which was launched in 2002, was a small-scale initiative that, in its first year, recruited 186 graduates placing them in challenging schools after a five-week summer-school. By 2014 it was the second largest employer of graduates in England, recruiting 1400 graduates. It remains a major player in teacher-training and has placed over 10,000 teachers in schools, many of which find it difficult to recruit teachers.

In the last decade, there has been a significant change in the routes into teaching, with the traditional BEd declining and being overtaken by postgraduate courses. Two thirds of current trainees attend an HEI, while the remainder are trained by SCITTs, which are able to buy in elements of their training programmes from HEIs.

The plans set out in *Delivering World-Class Teacher Development* place the new Institute of Teaching<sup>i</sup> as the flagship provider of initial teacher training (the ECF). There are six “delivery partners” only one of which is an HEI (UCL). Capita is a joint delivery partner with another HEI (University of Birmingham).

The new pattern of teacher training and continuing professional development, as set out in a raft of DfE documents will mean that HEIs, once the leading providers of teacher training, face a very uncertain future.

Some smaller HEIs will no longer offer initial teacher training or will cease to exist altogether. Other HEIs may choose to leave the teacher education market. Some will, in future, offer training as “partners” with one of the leading providers, or directly to school hubs, SCITTs, MATs and individual schools.

Another significant change is the replacement of the network of 900 teaching schools with 87 teaching school hubs.

## Delivering World-Class Teacher Development

### Commentary

**Column 1**, in the following table, is a verbatim the DfE document. The only additions are endnotes that contain links to the documents that are referred to in the text.

**Column 2** in the table is a commentary on the document.

Delivering World-Class Teacher Development		
<b>June 2021</b>		
<b>Contents</b>		
		This document was published without a press release, which will often explain why a document has been published.
		It is distinguished by the lack of a foreword by a Minister. Nor does it bear any other indication of who wrote the document.
Summary	3	
Who is this publication for?	3	
Introduction	4	
Teacher development reforms by career phase	5	
Initial Teacher Training	5	
Early Career Framework reforms	5	
Specialisation	6	
Leadership	6	
Delivery and Quality Assurance	8	
Lead Providers including the Institute of Teaching	8	
Delivery Partners including Teaching School Hubs	8	
Quality Assurance & What happens next?	9	
Annex A – New teacher development system	10	
Annex B – Delivery infrastructure	11	

<b>Summary</b>	
This publication provides information on reforms to teacher development being introduced by the Department for Education (DfE). It has been produced to provide an overview of each of these reforms and how they will be delivered.	This document is a very high-level overview of reforms that will radically reshape the education and training of teachers. This will inevitably impact on the education of children.
<b>Who is this publication for?</b>	
This guidance is for:	Although it is called 'guidance' it offers information only. There is no guidance, as such in the document.
<ul style="list-style-type: none"> <li>• School leaders, school staff and governing bodies in all maintained schools, academies and free schools</li> </ul>	There is no indication of what any reader of this document should, or could, do as a result of reading it.
<ul style="list-style-type: none"> <li>• Local authorities</li> </ul>	It is not clear what local authorities are expected to do, having read this document.
<b>Introduction</b>	
Teachers are the foundation of the education system – there are no great schools without great teachers. The quality of teaching is the single most important in-school factor for improving pupil outcomes – and it is particularly important for pupils from disadvantaged backgrounds.	It goes without saying that teachers are of vital importance to the education system. The particular importance of high-quality teaching for pupils from disadvantaged backgrounds is also true, but there are no details of how 'great teachers' will be incentivised to teach pupils from disadvantaged backgrounds.
Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy <sup>ii</sup> , the DfE is creating a world-class teacher development system by transforming the training and support teachers and school leaders receive at every stage of their career. An illustration of this new system is available at <b>Annex A</b> .	This strategy is a one-page infographic, attached in the annex to this document.
Each stage – initial teacher training, early career support, specialisation and leadership – is underpinned by frameworks that build on and complement one another. The frameworks have been independently reviewed by the Education Endowment Foundation to ensure they draw on the best available evidence.	There are no links to the EEF review, nor to any of the 'best available evidence' that was reviewed by the EEF. The EEF is carrying out a systematic review that will report in Autumn 2021 <sup>iii</sup>
The frameworks will be translated into curricula by a new national professional development infrastructure made up of lead providers and delivery partners, responsible for designing and delivering training to schools. At the heart of this infrastructure are new Teaching School Hubs, school-led centres of excellence for professional development. This infrastructure will be inspected by Ofsted to ensure it is of the highest quality.	There is no indication of who the 'lead providers' and 'delivery partners' are in this document. There is no reference to universities, higher education or SCITT in this document. There will be 87 teaching hubs, spread unevenly across the country. <sup>iv</sup>



	The inspection of the infrastructure will be a considerable task for Ofsted, which HMCI claims is already stretched. <sup>v</sup>
Together, these reforms will help teachers and school leaders in every phase, subject and context feel more confident and in control of their careers. They will establish strong professional development cultures both within individual schools and across the country, elevating the quality of teaching and ultimately improving pupil outcomes.	
<b>Teacher development reforms by career phase</b>	
Our teacher development reforms will create a ‘golden thread’ of high-quality evidence underpinning the support, training and development available through the entirety of a teacher’s career. Below, we have broken down how the reforms apply to every career phase.	There is detail of what this ‘golden thread’ will comprise, in terms of evidence.
<b>Initial Teacher Training</b>	
Teachers are made, not born. Great teachers continuously improve over time, benefitting from the mentoring of expert colleagues and a structured introduction to the core body of knowledge, skills and behaviours that define great teaching.	
All new entrants to the profession will benefit from initial teacher training (ITT) courses that incorporate the content of the new ITT Core Content Framework <sup>vi</sup> , published in September 2020, which sets out what ITT providers and their partnerships must draw upon when designing and delivering their programmes.	The ITT Core Content Framework ‘must’ be followed by providers and partners.
In addition, the DfE has committed to reviewing the ITT market <sup>vii</sup> , focussing on how the ITT sector can provide consistently high-quality training, in line with the Core Content Framework (CCF), in a more efficient and effective market.	The ‘market review’, due to report in Summer 2021 has, to some extent, been pre-empted by this document.
The review will make evidence-based recommendations on how to make sure all trainees receive high-quality training and ensure the ITT market maintains the capacity to deliver trainees in a way that benefits all schools. We will be publishing a report from our expert group this summer and launching a public consultation, to which the government will respond to later this year.	Once the recommendations have been made, there is a fairly narrow window until the ‘end of the year’ for the government to respond and to implement any changes.

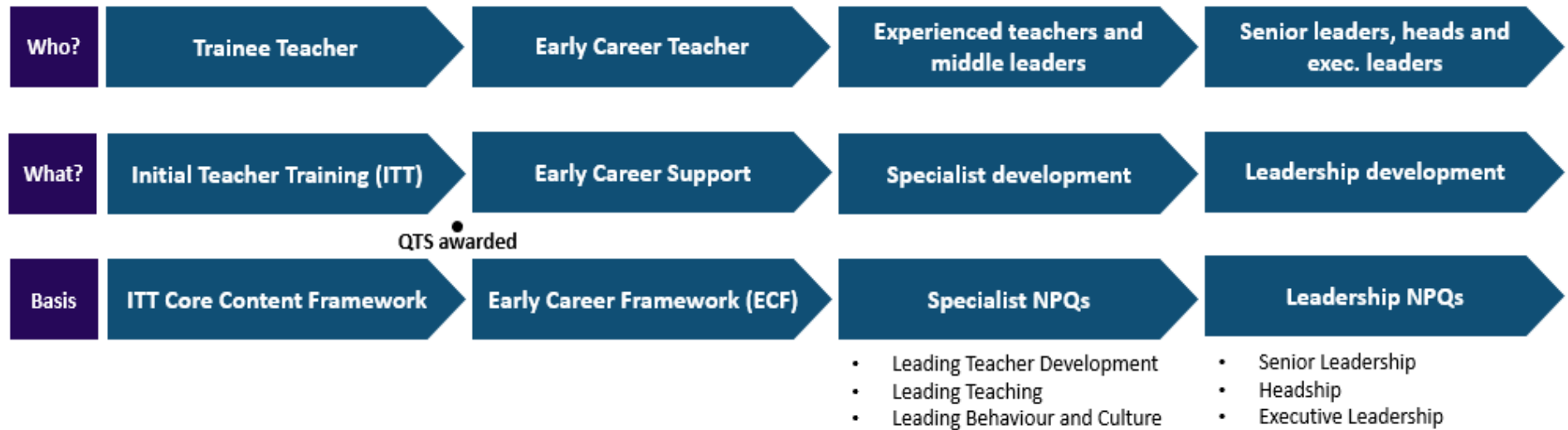
<b>Early Career Framework reforms</b>	
Teachers deserve high-quality support throughout their careers, particularly in those first years after ITT when the learning curve is steepest.	
From September 2021, the Early Career Framework (ECF) <sup>viii</sup> reforms will entitle all early career teachers to a funded, two-year package of structured training and support linked to the best available research evidence. The simplest option, and the option we expect most schools to take, is to use a DfE funded training provider who will design and deliver a comprehensive programme of face-to-face and online training. Lead providers will be inspected by Ofsted so schools can be assured that this training will remain high-quality, and the support will be fully funded so there are no costs for schools.	From September 2021 “those involved in managing statutory induction arrangements must have regard to it [Induction for early career teachers (England)] when carrying out their relevant duties.” <sup>ix</sup>
A small number of schools may also choose to develop their own induction programmes based on high-quality materials accredited by the DfE or design a programme from scratch based on the ECF.	
Appropriate Bodies will have a role in checking that early career teachers are receiving a programme of support and training based on the ECF. This will be alongside their current role ensuring that new teachers receive their statutory entitlements and are fairly and consistently assessed.	The ‘appropriate bodies’ are not defined in the document, but the current pattern is likely to change.
Coupled with the ITT Core Content Framework, the ECF will establish an entitlement to a three-year structured and evidence-informed package of support for all new teachers at the start of their careers. Together, these reforms will become the cornerstone of a successful career in teaching.	
<b>Specialisation</b>	
Beyond the first few years of teaching, our priority is to help all teachers and school leaders to continuously develop their expertise throughout their careers so every child in every classroom in every school gets the best start in life.	The term ‘specialisation’ refers to the new qualifications and does not refer to any subject specialism or sector (primary, special, secondary).
We have replaced the existing Middle Leadership National Professional Qualification (NPQ) with three new specialist NPQs to best address the broad range of responsibilities of current and aspiring middle leaders.	

These qualifications are:	
1. Leading teacher development NPQ <sup>x</sup> : developing teachers who are responsible for the training and development of others, including early career teachers;	
2. Leading teaching NPQ <sup>xi</sup> : developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase; and	
3. Leading behaviour and culture NPQ <sup>xii</sup> : developing teachers who have responsibilities for leading behaviour and culture.	
<b>Leadership</b>	
We have also refreshed the three existing NPQs in Senior Leadership, Headship and Executive Leadership. <sup>xiii</sup>	
These refreshed qualifications acknowledge the complexity of school leadership and address that many senior leaders deliver through leadership teams in addition to having specific whole school responsibilities of their own.	
Scholarship funding to support participants to access the reformed suite of NPQs is planned from September 2021 and details will be confirmed in due course.	
Our Specialist and Leadership NPQs will provide training and support for teachers and school leaders 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.	
They complete the golden thread, running from ITT through to school leadership, rooting teacher and school leader development in the best available evidence and collective wisdom of the profession.	The 'golden thread' is completed by the six NPQs.
<b>Delivery and Quality Assurance</b>	
World-class teacher development requires world-class delivery. That is why we are creating a new national professional development infrastructure made up of lead providers and delivery partners, responsible for designing and delivering training to schools. An illustration of this delivery infrastructure is available at Annex B.	The 'lead providers' and 'delivery partners' identified so far are included in the appendices
This infrastructure will be subject to quality assurance through Ofsted to ensure the schools and teachers receive the best possible support.	

Lead Providers including the Institute of Teaching Lead Providers are some of the best teacher development organisations in the country. They are responsible for building on the DfE frameworks to create world-class teacher development programmes. Lead Providers have already begun to form alliances with delivery partners across the country to provide national reach from September 2021.	
From September 2022, the Institute of Teaching will become England’s flagship Lead Provider, showcasing exemplary delivery of the above reforms through the new ITT Core Content Framework, ECF, and the recently revised NPQs. The Institute will also build evidence around the most effective approaches to training and developing teachers, and will use this to support other teacher development organisations, including new Teaching School Hubs, to understand and implement best practice.	The Institute of Teaching will become the ‘flagship’ lead provider and will set the standard for the delivery of all teacher professional development.
<b>Delivery Partners including Teaching School Hubs</b>	
Delivery partners will work with Lead Providers to deliver training. The backbone of these delivery partners will be Teaching School Hubs, who will be essential to the success of these reforms.	There will be a complex network of relationships between: Lead Providers; Teaching School Hubs; other delivery partners; HEIs; SCITTs; MAT’s and schools.
The 87 Teaching School Hubs are school-led centres of excellence in professional development run by the country’s best schools and trusts. Each Hub serves a designated area of the country, ensuring every school has easy access to support. The Hubs will offer high-quality, evidence-based training, and will work with Lead Providers to deliver the ECF and NPQs.	There is no detail (in this paper) of the designated areas that each hubs will support, nor is there an indication of the number of schools that each hub will work with. (See Map 1 in the Appendix)
<b>Quality Assurance</b>	
Ofsted inspection will ensure that the ITT entitlement is being delivered, guaranteeing all trainee teachers an introduction to the core knowledge, skills and behaviours that sit at the heart of great teaching. In addition, ECF and NPQ providers will also be subject to a quality assurance mechanism through Ofsted to ensure the best support for schools and teachers. Appropriate bodies will also play a key part in these reforms through their role in teacher induction.	This appears to be a significant additional role for Ofsted. The ECF and NPQ providers will be ‘inspected’ by Ofsted but there is no indication of the framework for inspection or any grading scheme. However, some early information about the role of Ofsted appears in a blog on the Ofsted website (see Annex

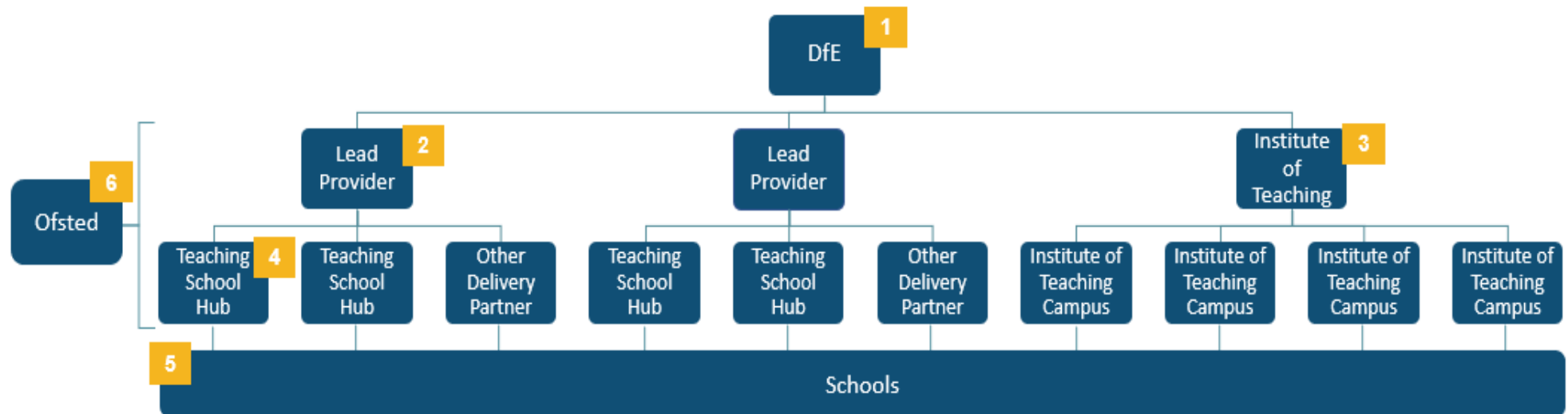
<b>What happens next?</b>	
The easiest way to sign up to these programmes is to contact your local Teaching School Hub. They will talk you through how to access funded face-to-face and online professional development support for your teachers. You can also contact lead providers directly or other known local delivery partners.	
To find your local Teaching School Hub, search 'Teaching School Hubs' on Gov.uk.	
<b>Annex A – New teacher development system</b>	
<b>Annex B – Delivery infrastructure</b>	

## Annex A – New teacher development system



## Annex B – Delivery infrastructure

1. The DfE created evidence informed frameworks, validated by the Education Endowment Foundation (EEF).
2. ECF and NPQ Lead Providers built on these frameworks to create evidence-informed curricula and establish national alliances of delivery partners.
3. From September 2022, the DfE will establish the Institute of Teaching, England’s flagship teacher training and development provider.
4. Delivery partners will work with Lead Providers to deliver programmes across an area. Teaching School Hubs will be the backbone of these.
5. Schools choose their delivery partner and work with them.
6. Ofsted inspects Lead Providers and their delivery partners to drive up quality.



## The shape of things to come

On 2<sup>nd</sup> January 2021 the Department for Education published a policy paper explaining that it would be undertaking a market review<sup>xiv</sup> of initial teacher training, which would be led by Ian Bauckham supported by four experts and officials.<sup>xv</sup> The choice of the phrase “market review” indicates how the Government regards the sector.

The review is expected to report in summer 2021 and “will aim to make well informed, evidence-based recommendations on how to make sure that: all trainees receive high-quality training; the ITT market maintains the capacity to deliver enough trainees and is accessible to candidate; and that the ITT system benefits all schools”.<sup>xvi</sup>

There was a surprise, however, in the education sector when, on 7<sup>th</sup> June 2021, just weeks before the expected publication of the Market Review, *Delivering World-Class Teacher Development* was put up on the DfE website.

On the afternoon of the same day, Gavin Williamson, the Secretary of State for Education, was making a statement in the House of Commons on the Education Recovery Plan, but he did not mention the document by name. However, he did refer to what the Government was doing for teachers in the following terms:

Teachers have done so much for children in the pandemic. Now it is time for us to do even more for those teachers. An extra £400 million will be made available to help provide half a million teacher training opportunities across the country, alongside professional development for those working in early years settings. We will make sure that all of them can access high-quality training, giving them the skills and tools to help every child they work with fulfil their potential.

Of that funding, £153 million will provide professional development for early years staff, including through new programmes that focus on key areas such as speech and language development for very young children, and £253 million will expand existing teacher training and development to give schoolteachers the opportunity to access world-leading training, tailored to whatever point they are at in their careers, from new teachers to aspiring headteachers and headteachers themselves.<sup>xvii</sup>



Although, according to *Delivering World-Class Teacher Development*, the target audience is

- School leaders, school staff and governing bodies in all maintained schools, academies and free schools
- Local authorities

the document does not appear to have been distributed to any members of the audience. At the APPG meeting on 28<sup>th</sup> June 2021, none of the 80+ attendees, many of whom are school governors and working in and with schools, were aware that there had been reference to, or discussion of the document in schools. It is, therefore, unclear whether the document was circulated to governing bodies or school leaders or that they were made aware of its existence.

The publication is summarised as providing information on reforms to teacher development being introduced by the DfE and how the reforms will be delivered. There is no contact point at the DfE named in the document, nor are comments on the information provided in the document invited.

## Key issues

### Central control of teacher education

It is clear from the *Delivering World-Class Teacher Development* that the keystone of teacher education, from September 2022, will be the Institute of Teaching and will, therefore, set the agenda for the sector. The tender document for a contractor to operate the Institute of Teaching was published on 19<sup>th</sup> April 2021 and explains that: <sup>xviii</sup>

“The Department is seeking to appoint a Contractor under a framework agreement to establish and operate an institute of teaching (the "Institute"). This Institute will become England's flagship teacher and leader development provider, exemplifying delivery of Initial Teacher Training (ITT), the Early Career Framework (ECF), National Professional Qualifications (NPQs) and the National Leaders of Education (NLE) development programme. The Institute will also support other organisations to understand and implement best practice and evidence in teacher development delivery.”<sup>xix</sup>

What is also clear is that, over time, the Institute of Teaching will have a significant impact on the *content* of teacher training as teachers follow what is now being described as the “golden thread”<sup>xx</sup> from the initial stages of their careers through to the final stages of their career.

One of the concerns is that the Institute of Teaching could be modelled on the National Institute of Education in Singapore, which is the monopoly provider of education qualifications. While the Institute of Teaching will operate through four campus hubs and with the various delivery partners, the Institute of Teaching will have a significant influence over the content of teacher education.

There are obvious dangers in an identikit model of teacher education, which will not admit of any wide debate about what is taught or how it is taught.

In the tender document it is stated that three bidders will be invited to enter negotiations with the DFE for the £122m contract, which will run for six years, and is renewable. The detailed criteria against which bidders will be judged are not publicly available, although we do know that:

#### **II.2.5) Award criteria**

Price is not the only award criterion and all criteria are stated only in the procurement documents<sup>xxi</sup>

At this stage it is not known who the three preferred bidders are, but in addition to some of the leading HEIs, some of whom may have bid, it is likely that Capita, one of the “lead providers” will have put in a bid.

Other potential bidders include contractors with no experience of teacher education, but with a track record as training providers in other sectors.

A third group for whom the tender could have seemed very attractive are the large American companies who are involved in training, be it of teachers or other sectors.

The winner of the contract will give a very strong indication of the Government’s direction of travel.

The Government will, of course, want to work very closely with the successful contractor.

#### **The pattern of teacher education**

There has, as yet, been little public debate about the overall pattern of teacher education, but the reforms set out in *Delivering World-Class Teacher Development* mark a radical shift towards a small number of “delivery partners” (six for the ECF and nine for the six NPQ programmes).<sup>xxii</sup> These delivery partners will work in geographically set regions and 87 Teaching School Hubs. Again the arrangements for these partnerships remains opaque.

Inevitably, several of the delivery partners and many of the teaching school hubs and closely aligned the development of large MATs, with every school expected to join a MAT. Many of these players come from a very narrow philosophical and expertise base.

**Appendix 1** maps the relationships between the Institute of Teaching, the delivery partners for the ECF, the 87 Teaching School Hubs and the MATs and schools in England.

**Appendix 2** is a physical map of the districts within each of the Regional Commissioner areas that the Teaching School Hubs will service.

**Appendix 3** is a list of the 87 Teaching School Hubs.

**Graduates** seeking to train as a teacher will face a bewildering array of routes into teaching, with a plethora of providers spread across the country.

**Schools** employing an ECT will need to decide which of the three options they will choose to deliver the two year of support mandated by the Early Career Framework.

**Teachers** who decide to remain in the profession will be expected to use the provider chosen for them by their Teaching School Hub.

## **Conclusion**

Once the contractor who has won the contract to operate the Institute of Teaching has been announced, the sector will begin to have a clearer picture of the direction of travel for teacher education in England.

The problem, however, reflects the “standards not structures” discussion that took place whenever the government of the day announced changes to the structure of the school system. There is a danger that the debate on the delivery of teacher training will also focus on the structure rather than standards.

Government can change structures by introducing legislation – although the “reforms” outlined in *Delivering World-Class Teacher Development* do not, it seems, need any change to the law. Improving standards, of course, is much more difficult than getting an act onto the statute book.

What emerges, for me, from what has been happening since 2010, is the incremental centralisation of teacher education and a move towards training rather than education. The Government, using the levers it has available, is re-shaping the education and training of teachers without

having the debate about what we need from the teaching profession and indeed, what we need from schools. To many, this will be viewed as a move to de-professionalise the teaching profession/

## Endnotes

These references are to primary sources which set out the detail of the various elements of the initial and continuing professional development of teachers.

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<sup>i</sup> <https://www.gov.uk/government/news/new-institute-of-teaching-set-to-be-established>

<sup>ii</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/782608/6.5092\\_DFE\\_Teacher\\_Retention\\_Strategy\\_1P\\_ager\\_v10ii.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/782608/6.5092_DFE_Teacher_Retention_Strategy_1P_ager_v10ii.pdf)

<sup>iii</sup> [https://educationendowmentfoundation.org.uk/public/files/Publications/EEF\\_Systematic\\_Review\\_of\\_Professional\\_Development\\_Dr\\_Sam\\_Sims\\_Protocol\\_.pdf](https://educationendowmentfoundation.org.uk/public/files/Publications/EEF_Systematic_Review_of_Professional_Development_Dr_Sam_Sims_Protocol_.pdf)

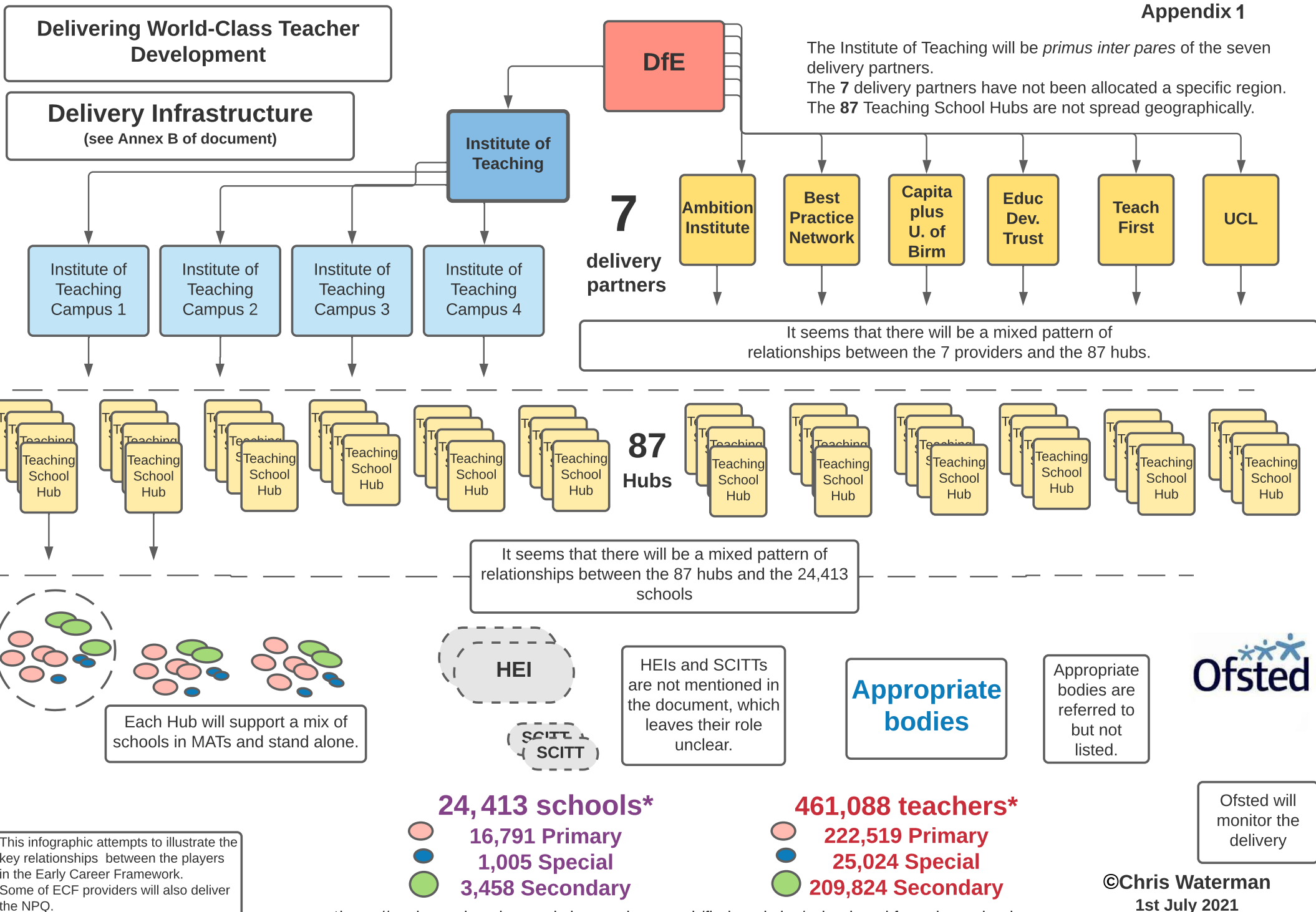
<sup>iv</sup> <https://www.teachingschoolhubportal.org/teaching-school-hubs/map-of-teaching-school-hubs>

<sup>v</sup> HMCI evidence to Select Committee on Tuesday 14<sup>th</sup> June 2021

<sup>vi</sup> [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/974307/ITT\\_core\\_content\\_framework\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/974307/ITT_core_content_framework_.pdf)

<sup>vii</sup> <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview>

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- viii <https://www.gov.uk/government/publications/early-career-framework-reforms-overview/early-career-framework-reforms-overview>
- ix <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>
- x [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925511/NPQ\\_Leading\\_Teacher\\_Development.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925511/NPQ_Leading_Teacher_Development.pdf)
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- xii [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925508/NPQ\\_Leading\\_Behaviour\\_and\\_Culture.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925508/NPQ_Leading_Behaviour_and_Culture.pdf)
- xiii [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/925506/NPQ\\_Executive\\_Leadership.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/925506/NPQ_Executive_Leadership.pdf)
- xiv <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview>
- xv **ibid**
- xvi <https://www.gov.uk/government/publications/initial-teacher-training-itt-market-review/initial-teacher-training-itt-market-review-overview>
- xvii <https://hansard.parliament.uk/commons/2021-06-07/debates/38DD2839-45CE-4DC9-BED0-C0DEC2C17C8A/EducationRecovery>
- xviii <https://www.find-tender.service.gov.uk/Notice/008281-2021?origin=SearchResults&p=1>
- xix **ibid**
- xx [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/991390/Delivering\\_World-Class\\_Teacher\\_Development.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/991390/Delivering_World-Class_Teacher_Development.pdf)
- xxi **ibid**
- xxii <https://www.gov.uk/government/publications/national-professional-qualifications-npqs-reforms/national-professional-qualifications-npqs-reforms>



The Institute of Teaching will be *primus inter pares* of the seven delivery partners.  
 The 7 delivery partners have not been allocated a specific region.  
 The 87 Teaching School Hubs are not spread geographically.

**7**  
 delivery partners

**87**  
 Hubs

It seems that there will be a mixed pattern of relationships between the 7 providers and the 87 hubs.

It seems that there will be a mixed pattern of relationships between the 87 hubs and the 24,413 schools

Each Hub will support a mix of schools in MATs and stand alone.

**24,413 schools\***  
 ● 16,791 Primary  
 ● 1,005 Special  
 ● 3,458 Secondary

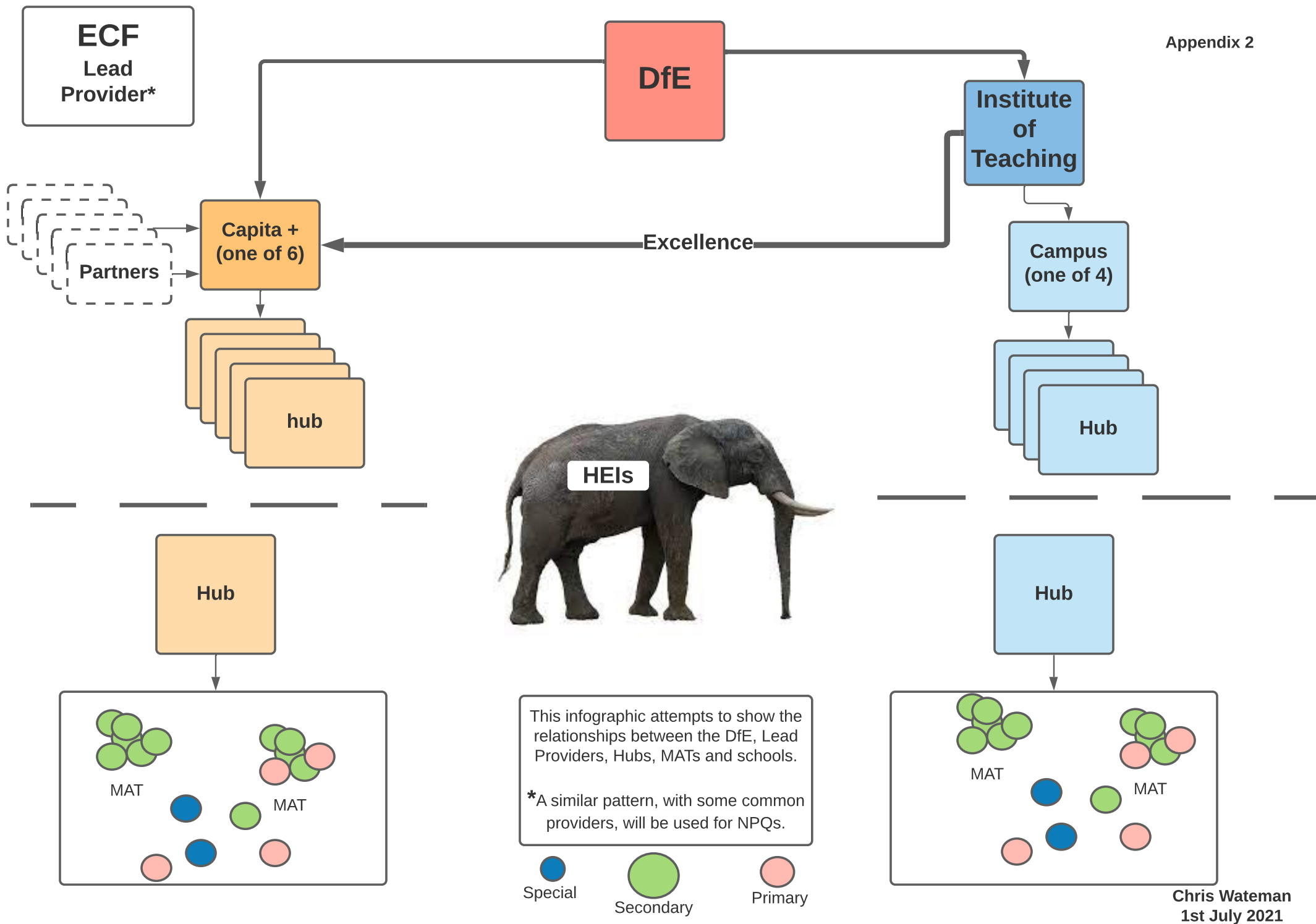
**461,088 teachers\***  
 ● 222,519 Primary  
 ● 25,024 Special  
 ● 209,824 Secondary

This infographic attempts to illustrate the key relationships between the players in the Early Career Framework. Some of ECF providers will also deliver the NPQ.

\*<https://explore-education-statistics.service.gov.uk/find-statistics/school-workforce-in-england>



Ofsted will monitor the delivery



This infographic attempts to show the relationships between the DfE, Lead Providers, Hubs, MATs and schools.

\*A similar pattern, with some common providers, will be used for NPQs.

-   
 Special
-   
 Secondary
-   
 Primary

Key documents

**Early Career Framework**

**January 2019**

Damian Hinds, SoS

**Teacher Recruitment and Retention Strategy**

**January 2019**

Damian Hinds, SoS

Department for Education

**ITT Core Content Framework**

1st Nov 2019

News story

New Institute of Teaching set to be established

2nd Jan 2021

Department for Education

**Induction for early career teachers (England)**

Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

Revised March 2021  
To come into force on 1 September 2021

Department for Education

**Delivering World-Class Teacher Development**

**June 2021**

Department for Education

**Appropriate Bodies Guidance: Induction and the Early Career Framework**

25th Mar 2021

Department for Education

**National Professional-Qualification (NPQ): Leading Teaching Framework**

October 2020

Department for Education

**National Professional-Qualification (NPQ): Senior Leadership Framework**

October 2020

**Guidance**

Early career framework reforms: overview

Updated 7 June 2021

Department for Education

**National Professional-Qualification (NPQ): Leading Teacher Development Framework**

October 2020

Department for Education

**National Professional-Qualification (NPQ): Leading Behaviour and Culture Framework**

October 2020

Department for Education

**National Professional-Qualification (NPQ): Headship Framework**

October 2020

Department for Education

**National Professional-Qualification (NPQ): Executive Leadership Framework**

October 2020

**Policy paper**

Initial teacher training (ITT) market review: overview

2 January 2021



## Our inspections of professional development for teachers – what to expect

Posted on: 8 June 2021

**Helen Matthews, our Specialist Adviser, Initial Teacher Education, explains Ofsted’s role in quality assuring national professional qualifications and the early career framework.**

It’s been a tough year for everyone in education. The pandemic has tested everyone’s resilience in so many ways, and the challenges of COVID-19 have emphasised just how invaluable good, well-trained teachers are to our education system recovery. Earlier this year, the Department for Education (DfE) announced the roll-out of the [early career framework](#) (ECF) and a suite of reformed [national professional qualifications](#) (NPQs) for teachers and school leaders, available from autumn this year. As part of this, the DfE also confirmed that lead providers delivering the ECF and NPQs would be inspected by Ofsted, to make sure schools and teachers are getting the best possible support.

### How it will work

We’re developing a framework for inspecting the delivery of ECF and NPQ training and will announce more details in autumn 2021. It will be aligned with our EIF and ITE inspection frameworks, and we’ll be talking to stakeholders as we develop our approach. We expect inspections to begin in spring 2022.

We will only inspect DfE-funded lead providers delivering the ECF and NPQ training programmes. However, we’ll also be engaging with teachers on the programmes, mentors, and a sample of delivery partners (for example, multi-academy trusts and teaching schools hubs) to help inform our assessment of a lead provider.

### A force for improvement

As an organisation, we are committed to being a force for improvement in education. Quality assuring the delivery of the ECF and NPQs builds on our existing role inspecting initial teacher education and will give us oversight of teacher development for trainee, newly qualified and established teachers.

We support the ambition to improve training and development opportunities for qualified teachers, making teaching an attractive career that recruits and retains the best professionals. High-quality continuous professional development is good for school leaders and teachers. But most importantly, it’s good for pupils. And as everyone works hard to get children back on track, this couldn’t be more important.

## The distribution of Teaching School Hubs

The map shows the national distribution of Teaching School Hubs. The box below, by way of example, gives the number of the each of the 11 hubs that will offer support to schools in the South West region of England.

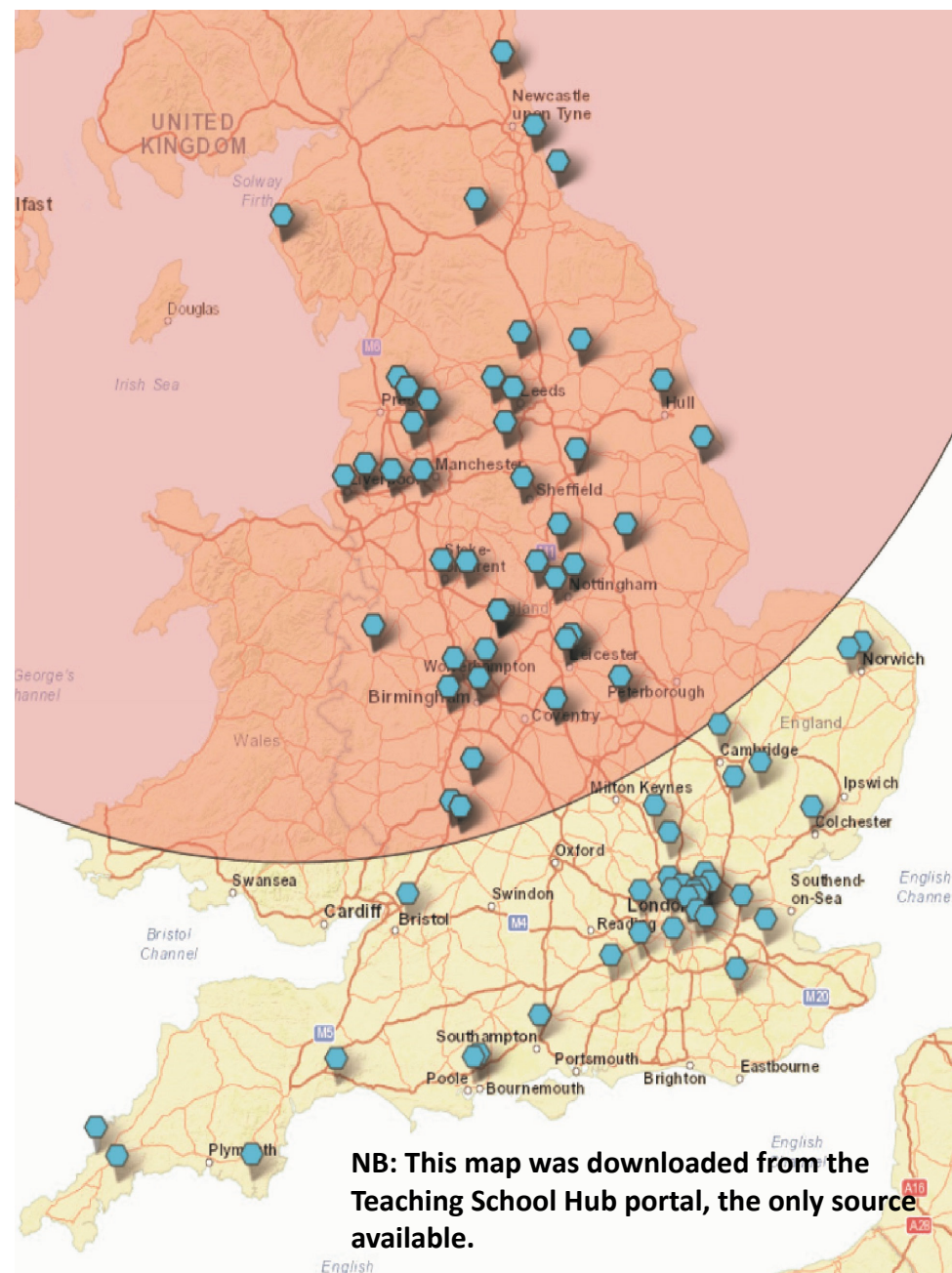
What is immediately obvious is that large areas of the South-West are not within easy travelling distance of a Teaching School Hub.

The arrangement of the areas, while they coincide with the Regional Commissioners areas, will create significant access issues for many teachers who want - or need - to attend their Hub.

Each Hub is a single school, but many of these schools will be part of a Multi-Academy Trust. Some academies choose to have little to do with the community schools in their immediate area, preferring to cooperate with other schools in their MAT.

### Areas served by the Hubs in the South-West

- SW1 - Bournemouth, Christchurch, East Dorset, North Dorset, Poole, Purbeck, West Dorset, Weymouth and Portland
- SW2 - Forest of Dean, Gloucester, Tewkesbury
- SW3 - Exeter, Plymouth, South Hams, Teignbridge, Torbay, West Devon
- SW4 - East Devon, Mid Devon, North Devon, Torrington
- SW5 - Mendip, Sedgemoor, South Somerset, Taunton Deane, West Somerset
- SW6 - Bath and North East Somerset, South Gloucestershire
- SW7 - Swindon, Wiltshire
- SW8 - Cornwall W, Isles of Scilly
- SW9 - Bristol, City of, North Somerset
- SW10 - Cheltenham, Cotswold, Stroud
- SW11 - Cornwall E



## **About the author**

Chris Waterman is the Secretary of the All-Party Parliamentary Group for the Teaching Profession.

After a first degree at Warwick in English and American Literature, he gained a PGCE (Dist.) from Reading University, where he subsequently gained an MEd (part-time), specialising in Comparative Education.

He began his career in Newbury as a teacher in primary schools and concurrently in further education. He initiated a programme of adult literacy and adult numeracy classes across West Berkshire. He also taught calligraphy in the Teachers' Centres in Berkshire.

Chris moved into administration as an Education Officer and then Assistant Director in Hillingdon. After a two-year "sabbatical", working as a management information consultant in Stockholm, he became the Education and Arts Officer for what is now London Councils. In this role he established the London Film Commission, the London Library Development Agency and London Play. He was a founding director of the London Literature Festival and was a director of the London Marathon.

In 2000 he was appointed General Secretary of the Society of Education Officers, which became the Association of Directors of Children's Services. As Executive Director of the ADCS, working closely with the government of the day on the development and introduction of the Children Plan.

Since 2000 Chris has also worked as a Parliamentary Researcher and commentator on public policy issues, writing for the trade press and appearing on TV and radio news programmes.

He has lectured on education in Europe, Russia, the United States and, most recently, worked part-time, promoting the Early Years Foundation Stage in cities across China.

Chris has been dubbed the Parliamentary Satirist, an honorary title, following his activities in and around Westminster. He rewrites and performs popular anthems, on radio and after-dinner, using humour to comment on contemporary politics.

