



Department
for Education

Delivering world- class teacher development

Policy paper

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Summary

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.

Who is this publication for?

This is for:

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

Introduction

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.

Delivering on the commitments set out in the Teacher Recruitment and Retention Strategy, and the government response to the Initial Teacher Training (ITT) Market Review, 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 [Annex A](#).

Each stage of this training and support – 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.

The frameworks have been translated into curricula, which are being delivered to trainees, teachers and leaders by accredited provider partnerships for ITT, and a professional development infrastructure comprised of lead providers and delivery partners for the Early Career Framework (ECF) and National Professional Qualifications (NPQs). Teaching School Hubs have a key role to play in this system as school-led centres of excellence for professional development. This infrastructure will be inspected by Ofsted to ensure it is of the highest quality.

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.

Teacher development reforms by career phase

Our teacher development reforms have created 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.

Initial Teacher Training

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 [ITT Core Content Framework \(CCF\)](#), published in September 2020, which sets out what ITT providers and their partnerships must draw upon when designing and delivering their programmes.

In response to a review of the ITT market, the DfE is introducing a new set of quality requirements for ITT providers from September 2024 to ensure every trainee benefits from a world-class introduction to the theory and practice of great teaching.

Early Career Framework reforms

Teachers deserve high-quality support throughout their careers, particularly in those first years after ITT when the learning curve is steepest.

The [Early Career Framework \(ECF\) reforms](#) 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 most schools have taken, is to use a DfE funded training provider who will 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 is fully funded so there are no costs for schools.

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 themselves based on the ECF.

[Appropriate Bodies](#) 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.

Coupled with the ITT Core Content Framework, the ECF has established 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.

Specialisation

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.

[National professional qualifications \(NPQs\)](#) are a national, voluntary suite of qualifications, designed to support the professional development of teachers and leaders. We have replaced the Middle Leadership NPQ with three new specialist NPQs to best address the broad range of responsibilities of current and aspiring middle leaders.

These qualifications are:

1. [NPQ in Leading Teacher Development](#): developing teachers who are responsible for the training and development of others, including early career teachers;
2. [NPQ in Leading Teaching](#): developing teachers who are subject leads or responsible for improving teaching practice in a subject or phase; and
3. [NPQ in Leading Behaviour and Culture](#): developing teachers who have responsibilities for leading behaviour and culture.

We will add a fourth specialist NPQ from September 2022:

4. [NPQ in Leading Literacy](#): developing teachers who have responsibilities for leading literacy across a school, year group, key stage or phase.

Leadership

We have also refreshed the [three existing NPQs in Senior Leadership, Headship and Executive Leadership](#). 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.

From September 2022, we will also introduce an [NPQ for Early Years Leadership](#). This will be for leaders qualified to at least Level 3 with a full and relevant qualification who are, or are aspiring to be, managers of Private, Voluntary and Independent nurseries, headteachers of school-based and maintained nurseries, or childminders with leadership responsibilities.

The 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.

As part of the government's education recovery plan, we are investing £184 million in training scholarships for teachers and leaders employed in state-funded schools, as well as those employed in state-funded organisations that offer 16 to 19 places in England.

NPQs 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.

Delivery and Quality Assurance

World-class teacher development requires world-class delivery. That is why we have created a new national professional development infrastructure made up of lead providers and delivery partners, responsible for designing and delivering ECF and NPQ training to schools. That is also why we are re-accrediting all ITT providers against a new minimum quality threshold.

An illustration of the delivery infrastructure for ECF and NPQs is available at **Annex B**.

All aspects of the delivery infrastructure for ITT, ECF and NPQs will be subject to quality assurance through Ofsted to ensure trainees, teachers and leaders receive the best possible training and support.

ECF and NPQ delivery infrastructure

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 formed alliances with delivery partners across the country to provide national reach.

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 provide training for National Leaders of Education (NLEs) and build evidence around the most effective approaches to training and developing teachers, using this to support other teacher development organisations, including new Teaching School Hubs, to understand and implement best practice.

Delivery Partners including Teaching School Hubs

Delivery partners work with Lead Providers to deliver training. The backbone of these delivery partners are [Teaching School Hubs](#), who will be essential to the success of these reforms.

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.

Quality Assurance

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. ECF and NPQ providers will 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.

What happens next?

To find out more about signing up for these programmes, we recommend contacting your local Teaching School Hub. They will talk you through how to access funded face-to-face and online professional development for your teachers and may also be able to discuss ITT in your area. 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](https://www.gov.uk).

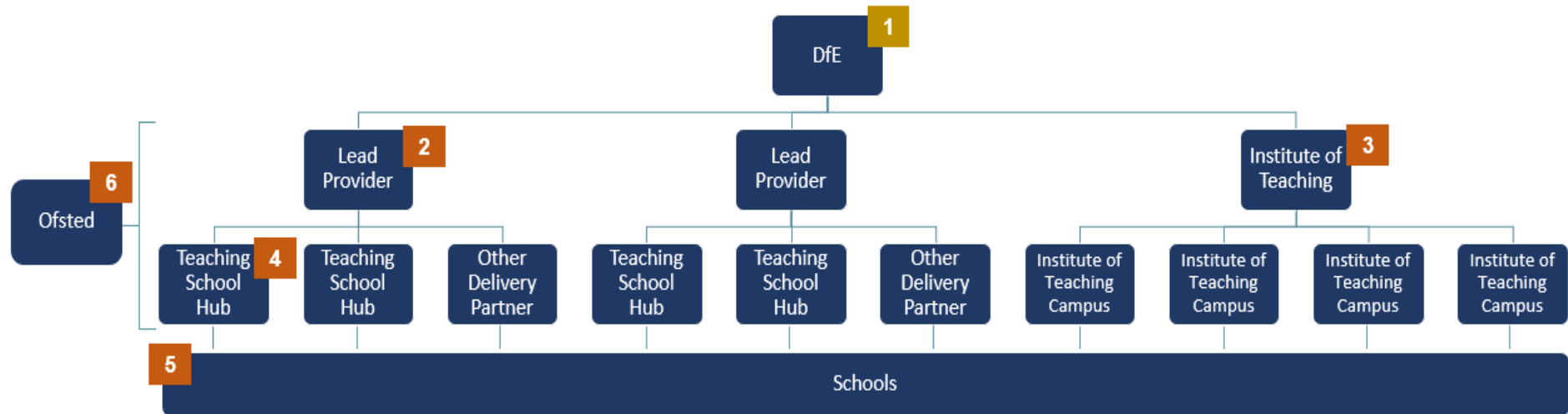
To find out more about hosting ITT trainees or routes to Qualified Teacher Status (QTS) for your staff, you can contact your local training providers via [Find Postgraduate teacher training courses](#) or contact the DfE for more details about ITT provision via itt.engagement@education.gov.uk.

Annex A – England’s teacher development system

England’s teacher development system



Annex B – ECF and NPQ 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.



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