



**Ambition  
Institute**

ADVANTAGE  
SCHOOLS



*Working in partnership to deliver the DfE funded  
programme for*

**Early Career Teachers**

ASPIRATION • RESPECT • HONESTY

*“Every teacher needs to improve, not because they are not good enough, but because they can be even better.”*

Dylan Wiliam



At Advantage Schools we have successfully delivered the programme since the early rollout in 2020. Our provision has been extensively quality assured, so you can be fully confident in our delivery.





# MEET OUR DELIVERY TEAM:



**Sallie Stanton**  
*Director of Education*  
*Trust English Lead*  
Advantage Schools



**Naomi Bell**  
*Director of Maths*  
Advantage Schools



**Belinda Goodship**  
*ECF Lead*  
Advantage Schools



**Chanel McPherson-George**  
*Curriculum Lead*  
Advantage Schools



**Sarah Ciantar**  
*Deputy Principal*  
Elstow School



**Sallie Stanton**  
*Deputy Principal*  
*& SENCo*  
Elstow School



**Julie Bennett**  
*Phase and Maths*  
*leader*  
Elstow School



**Sabera Richardson**  
*Humanities Lead*  
Queen's Park  
Academy



**Katie McWatt**  
*English Lead*  
Queen's Park  
Academy



**Diana Entwistle**  
*Science Teacher*  
Bedford Free School



# Why partner with Ambition Institute?



# Ambition Institute

Ambition Institute designs and delivers professional development for educators at every stage of their careers.

They pride themselves on the outstanding quality of their people and programmes, all of which are informed by the latest research, their experience and the work of great teachers and school leaders.



# Ambition Institute

- ✓ Expert design and delivery
- ✓ Outstanding quality
- ✓ Research informed
- ✓ Fidelity to the ECF
- ✓ Explicit links to career long development through Ambition Institute's NPQs



- ✓ Fully designed and resourced curriculum, regularly reviewed and improved
- ✓ Working with 40+ delivery partners across the country
- ✓ Most popular national provider with Teaching School Hubs



**Ambition  
Institute**



*“The consistent quality of the training means it stands above the others, and I would always choose Ambition Institute above other programme providers.”*

Judith Kidd, Head of Teaching School Alliance, Dixons Academies Trust  
(Dixons Academies Trust is the second highest performing MAT in the country)



# Why partner with Advantage Schools?

We take the provision of effective professional development very seriously. Staff across our trust receive excellent quality training at every stage of their careers.

We host over 300 visitors in our schools each year, who wish to learn from our practice, and our staff are often invited to present and deliver CPD to schools across the country, and at national conferences. Our CEO was on the expert panel that wrote the ECF.

We are current contributors to the national Exemplary Leadership Programme and run a Behaviour Hub lead school. Your school leads, mentors and ECTs would have free access to our trust CPD programme and be invited to our trust-wide learning conferences.





- ✓ Very small cohort of around 20 schools/40 ECT and mentor pairings. We listen, we get to know you, and we work with you to improve our provision for *your* teachers
- ✓ Opportunity to network with peers from other local schools
- ✓ Free access for your ECTs, mentors, induction coordinator and head teacher to our Knowledge Exchange – our full trust CPD offer – and reductions in course costs for all your staff. See <https://www.advantageschools.co.uk/advantage-schools/advantage-schools-knowledge-exchange/>
- ✓ Access to an additional networking group for head teachers and school leads
- ✓ We are the regional delivery partners for Ambition Institute



*"Leaders and staff are ambitious about developing the most effective teaching practices at the school and provide high-quality training so that all colleagues improve their teaching."*

Ofsted report, January 2020



How does the  
partnership work?

# How does the partnership work?

**Ambition Institute** provide online training modules for teachers and mentors, including video content, evidence summaries, quiz and reflection activities.

This is supported by a clear structure for mentor meetings, and a simple online platform for mentors to record their Early Career Teachers' action steps.

Their expert team are responsible for designing and resourcing the content for the conferences, clinics and coaching on coaching sessions.

They also provide additional support and problem solving as needed through their dedicated Early Career Framework delivery team.



**Advantage Schools** will organise and facilitate face to face and online training, including induction conferences and clinics for mentors and Early Career Teachers, and one-to-one coaching on coaching sessions for mentors. We will use the high-quality Ambition Institute resources but we are able to adjust and contextualise these for your schools.

Face to face sessions would be hosted at our schools in Bedford itself, or there could be the opportunity for other schools on the programme to act as guest hosts if they wished.

We also provide ongoing support and training to your head teachers and school leads in terms of engaging mentors and Early Career Teachers, and networking events.

In addition, you would have access to the extensive high-quality professional development courses we offer as a trust.





## Your Role

Your school or trust appoints a mentor to support each Early Career Teacher through weekly coaching sessions.

Your induction coordinator (in small schools with only one mentor this may well be the same person) would liaise with us with any needs they had around supporting the mentors and Early Career Teachers.

The Early Career Framework is a learning curriculum, not an assessment programme, so Early Career Teachers will still be assessed against the Teacher Standards. You would still engage with your current Appropriate Body as you do now. There will be 2 formal assessments points, one midway through induction, and one at the end of the induction period. There should be regular progress reviews each term, without a formal assessment.



## Programme structure

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION ECT CONFERENCE ONE		ECT CONFERENCE TWO			
		ECT CLINIC ONE		ECT CLINIC TWO		ECT CLINIC THREE
TWO	ECT CONFERENCE THREE					
		ECT CLINIC FOUR	ECT CLINIC FIVE		ECT CLINIC SIX	

YEAR	HALF TERM 1	HALF TERM 2	HALF TERM 3	HALF TERM 4	HALF TERM 5	HALF TERM 6
ONE	INDUCTION MENTOR CONFERENCE ONE					MENTOR CONFERENCE TWO
		MENTOR CLINIC 1 COACH-ON-COACH 1		MENTOR CLINIC COACH-ON-COACH 2		
TWO						
		MENTOR CLINIC 3 COACH-ON-COACH 3				

Weekly Instructional Coaching between teacher and mentor

Conferences are full days and are delivered face to face to around 40 delegates.

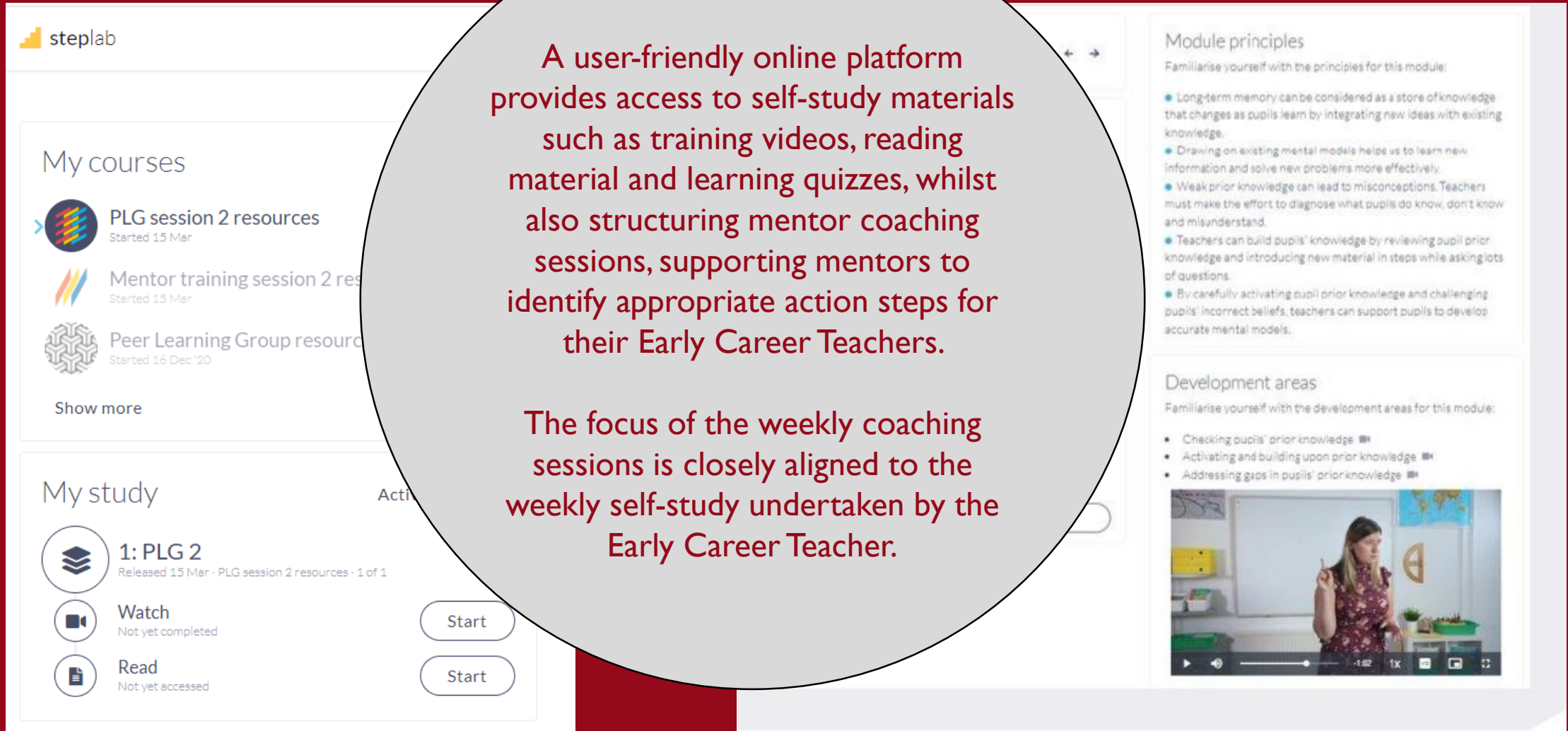
Clinics are one hour, online twilight session delivered to around 10 to 15 people at a time.

Coaching on coaching is one to one support for mentors and is arranged between the coach and mentor to suit them.



A user-friendly online platform provides access to self-study materials such as training videos, reading material and learning quizzes, whilst also structuring mentor coaching sessions, supporting mentors to identify appropriate action steps for their Early Career Teachers.

The focus of the weekly coaching sessions is closely aligned to the weekly self-study undertaken by the Early Career Teacher.



steplab

### My courses

- PLG session 2 resources  
Started 15 Mar
- Mentor training session 2 resources  
Started 15 Mar
- Peer Learning Group resources  
Started 16 Dec '20

Show more

### My study

1: PLG 2  
Released 15 Mar - PLG session 2 resources - 1 of 1

- Watch  
Not yet completed
- Read  
Not yet accessed

Start

Start

### Module principles


Familiarise yourself with the principles for this module:

- Long-term memory can be considered as a store of knowledge that changes as pupils learn by integrating new ideas with existing knowledge.
- Drawing on existing mental models helps us to learn new information and solve new problems more effectively.
- Weak prior knowledge can lead to misconceptions. Teachers must make the effort to diagnose what pupils do know, don't know and misunderstand.
- Teachers can build pupils' knowledge by reviewing pupil prior knowledge and introducing new material in steps while asking lots of questions.
- By carefully activating pupil prior knowledge and challenging pupils' incorrect beliefs, teachers can support pupils to develop accurate mental models.

### Development areas

Familiarise yourself with the development areas for this module:

- Checking pupils' prior knowledge
- Activating and building upon prior knowledge
- Addressing gaps in pupils' prior knowledge



## KEY BENEFITS OF OUR PARTNERSHIP

- ✓ *High-quality at no cost*
- ✓ *Bedford based face to face facilitation combined with flexible online learning*
- ✓ *Bedford based networking for ECTs, mentors, head teachers and induction coordinators*
- ✓ *Ambition Institute and Advantage have two years' experience of delivery in place, due to the Early and National rollout*
- ✓ *The programme design team at Ambition Institute are industry leaders in education training and development*
- ✓ *The expertly designed curriculum and resources have already been trialled, refined and quality assured*
- ✓ *Continue to work with your current preferred Appropriate Body*
- ✓ *Access to further Advantage Schools training and professional development*

*“I’m particularly struck by the impact on our mentors. I’ve seen some of our best teachers really develop - they have not only blossomed as coaches, but have reflected even more deeply about their own classroom practice”*

Sallie Stanton, Director of Education, Advantage Schools

*“It’s amazing to see my ECT’s development and my own CPD has been enlivened by this process. My ECT and I watch the learning videos together and it’s lovely to then have conversations about pedagogy. It’s been great to have the support from Ambition and Advantage Schools.”*

Mentor

*“I was worried about finding time, but all the learning is designed to be succinct and digestible. The structured mentor sessions really enable us to focus, so it’s been easy to build into my time each week.*

*The Advantage Schools clinics were really useful too as they enable us to contextualise what we are learning to our practice in our schools.”*

Early Career Teacher

# Next Steps

- Visit [Advantageschools.co.uk](https://advantageschools.co.uk) for more information
- Express your interest via the website or email [sstanton@advantageschools.co.uk](mailto:sstanton@advantageschools.co.uk)
- Arrange a call
- Register your induction coordinator and intentions with DfE
- Register with your chosen Appropriate Body







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