

26 May 2022 – Department for Education reforms

On 26 May 2022, the Department for Education announced a series of reforms in relation to National Professional Qualifications, the National Institute of Teaching, the Early Career Framework and Appropriate Bodies. This document gives details of these reforms.

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National Professional Qualifications (NPQs)

Updated NPQ Scholarship Eligibility Criteria

As part of the government’s long-term education recovery plan, £184 million of new funding for National Professional Qualifications (NPQs) was announced in June 2021 to be spent over the course of this parliament.

Since autumn 2021, teachers and leaders employed in state-funded schools, as well as those employed in state-funded organisations in England that offer education to 16–19 year olds, have been able to access DfE funded training scholarships for all NPQs. We are now extending this funding for the next two years, to support participants undertaking NPQs in 22/23 and 23/24.

From autumn 2022, organisations eligible to access scholarships will include:

- independent special schools.
- virtual schools (Local Authority run organisations that support the education of children in care).
- hospital schools not already included in other categories of eligible organisations.
- young offender institutions.

Applicants from these organisations who feel they should be eligible for funding should contact continuing-professional-development@digital.education.gov.uk for more information.

In addition, Early Years practitioners and leaders working in the following settings in England will be eligible for scholarship funding from the DfE for the NPQEL **only**:

- childcare providers registered on the Ofsted Early Years Register, providing childcare on non-domestic premises.
- childcare providers registered on the Ofsted Early Years Register, providing childcare on domestic premises.
- childminders registered on the Ofsted Early Years Register.
- childminders registered with an Ofsted-registered childminder agency, caring for early years children.

As with the existing funding criteria, lead providers should assess the suitability of early years participants for this NPQ.

NPQ for Leading Literacy (NPQLL) & NPQ for Early Years Leadership (NPQEYL)

To ensure NPQs continue to offer the best possible support to teachers and leaders wanting to expand their knowledge and skills, we are introducing two additional NPQs which will be available from autumn 2022: NPQLL & NPQEYL.

The NPQLL is designed to support school literacy leaders to have a secure understanding of the importance of literacy and recognise the influence it has on pupils' future academic achievement, wellbeing and success in life. It will develop leaders' expertise in the teaching of reading and writing and enable them to share their expertise effectively to improve literacy outcomes for every child.

The NPQ in Early Years Leadership will support leaders to develop expertise in leading high-quality education and care, as well as in effective staff and organisational management, working with and through their colleagues so that every child gets the best start in life.

- [Read the full Leading Literacy framework here.](#)
- [Read the full Early Years Leadership framework here.](#)

Targeted Support Funding for Small Schools

We are introducing additional payments to small schools, to enable them to support their teachers and leaders to undertake NPQs.

The Targeted Support Fund gives a grant payment of £200 per participant to settings with 1-600 pupils, for every teacher or leader they employ who participates in an NPQ. Organisations that are eligible for NPQ scholarships will also be eligible for targeted support funding, with the exception of non-school based early years settings (group-based providers and childminders), virtual schools, hospital schools not already included in other categories of eligible organisations, and young offender institutions.

Registering for an NPQ

Teachers, leaders and practitioners who are interested in taking an NPQ should visit <https://professional-development-for-teachers-leaders.education.gov.uk/index>. Once they have chosen their provider and NPQ course of study, their provider will signpost them to register for their NPQ course using the GOV.UK 'Register for a National Professional Qualification' service. All participants who are interested in taking an NPQ will need to register with the Department in order to access scholarship funding where applicable and to obtain a certificate upon completion of their training.

Early Headship Coaching Offer (EHCO)

Alongside the reformed suite of NPQs, we introduced an Additional Support Offer (ASO) for new headteachers from autumn 2021.

The DfE have made two changes to the Additional Support Offer with immediate effect:

- re-branding the programme to Early Headship Coaching Offer (EHCO).
- extending the eligibility from the first two years (24 months of headship) in a headship role to the first five years in a headship role.

The offer is an unassessed support package and is based on the latest available evidence on what makes an effective headteacher. The offer is designed for those early on in their headship role and will include structured support elements such as group coaching and networking opportunities.

This change is being implemented based on sector feedback.

National Professional Qualifications Questions and Answers (Q&A)

Q: Who is eligible for funding?

A: Teachers and leaders employed in state-funded schools, as well as those employed in state-funded organisations in England that offer education to 16–19 year olds, will be able to access DfE funded training scholarships for all NPQs. We are now extending this funding for the next two years, to support participants undertaking NPQs in 22/23 and 23/24.

From autumn 2022, organisations eligible to access scholarships will include:

- independent special schools.
- virtual schools (Local Authority run organisations that support the education of children in care).
- hospital schools not already included in other categories of eligible organisations.
- young offender institutions.

Applicants from these organisations who feel they should be eligible for funding should contact continuing-professional-development@digital.education.gov.uk for more information.

In addition, Early Years practitioners and leaders working in the following settings in England will be eligible for scholarship funding from the DfE for the NPQEYL **only**:

- childcare providers registered on the Ofsted Early Years Register, providing childcare on non-domestic premises.
- childcare providers registered on the Ofsted Early Years Register, providing childcare on domestic premises.
- childminders registered on the Ofsted Early Years Register.
- childminders registered with an Ofsted-registered childminder agency, caring for early years children.

As with the existing funding criteria, lead providers should assess the suitability of early years participants for this NPQ.

Q: How long will funding for these qualifications be available for?

A: NPQs are backed by £184 million, allowing the programme to deliver 150,000 NPQs to teachers and leaders up until the 2023/24 academic year.

Q: Why did the DfE develop a Leading Literacy NPQ?

A: The NPQLL has been developed to aid the teaching of literacy in primary and secondary schools and support the catch up of children whose literacy development has been impacted by the pandemic.

The qualification will explore the development of literacy skills including oral language, word reading, reading comprehension, spelling, and writing composition through effective teaching and monitoring.

The role of strong literacy leadership and high-quality training in primary and secondary settings, as well as managing transition between key stages and into secondary school, will also be examined.

Q: What will NPQLL assessment of the NPQs look like?

A: The assessment process for NPQs has been refreshed to reduce the workload burden on teachers while still providing an opportunity for them to apply their knowledge. To pass an NPQ, teachers will need to engage with at least 90% of the course (exact requirements to be determined by the provider) and complete a final assessment.

At the start of their training, providers must provide teachers with a complete list of course elements that will count towards participation metrics and set out how participation in those elements will be measured.

The final assessment will take the form of a case study and represent a likely situation to be faced by a teacher at the relevant NPQ qualification level or role. It will test teachers on a variety of 'learn that' and 'learn how to' statements from within the relevant NPQ Content Framework. Teachers will be allowed an eight-day calendar window to provide a written response to the case study in an 'open book' setting.

Q: Why did the DfE develop an Early Years Leadership NPQ?

A: The NPQEYL has been developed to underpin and increase early years-specific pedagogical leadership in early years settings, strengthen staff pedagogy, and support children whose development has been impacted by the pandemic.

The qualification will investigate early education and child development, with a focus on communication, language, and physical development as well as personal, social and emotional growth, in line with the Early Years Foundation Stage reforms. The setting of strategic direction and organisational culture, as well as pedagogical leadership, including evidence-based learning will also be explored.

Q: What will the assessment of the NPQEYL look like?

A: The assessment process for NPQs has been refreshed to reduce the workload burden on teachers and leaders while still providing an opportunity for them to apply their knowledge. To pass an NPQ, teachers and leaders will need to engage with at least 90% of the course (exact requirements to be determined by the provider) and complete a final assessment.

At the start of their training, providers must provide participants with a complete list of course elements that will count towards participation metrics and set out how participation in those elements will be measured.

The final assessment will take the form of a case study and represent a likely situation to be faced by a participant at the relevant NPQ qualification level or role. It will test participants on a variety of 'learn that' and 'learn how to' statements from within the relevant NPQ Content Framework. Participants will be allowed an eight-day calendar window to provide a 1500 - 2500 word written response to the case study in an 'open book' setting.

Q: How do applicants apply for an NPQ?

A: To sign up to undertake an NPQ, applicants' first step will be to visit <https://professional-development-for-teachers-leaders.education.gov.uk/index>.

Once applicants have selected their course and provider, they will be signposted to register their details using the GOV.UK Register for a National Professional Qualification Service. All participants who are interested in taking an NPQ will need to register with the Department in order to access scholarship funding where applicable and to obtain a certificate upon completion of their training.

Applicants should contact continuing-professional-development@digital.education.gov.uk to register if they are employed in:

- independent special schools.
- virtual schools (Local Authority run organisations that support the education of children in care).
- hospital schools not already included in other categories of eligible organisations.
- young offender institutions.

Q: Who is offering NPQs in my area?

A: NPQs are provided by a range of Lead Providers, Delivery Partners and local Teaching School Hubs. [You can find your local Teaching School Hub here.](#)

Q: What is Targeted Delivery and Support funding?

A: Uplift payments to NPQ providers (known as Targeted Delivery Funding) and Targeted Support payments to schools are being introduced from Autumn 2022. These will enable teachers and leaders from small settings to engage with NPQs.

An uplift payment of £100 will be paid to providers per participant, and a grant payment of £200 per participant will be paid to schools and organisations offering 16-19 education with 600 pupils or fewer.

The NPQ Targeted Delivery and Support Funds:

- the NPQ Targeted Support Fund. Support payments of £200 per participant to be paid to schools with 600 pupils or fewer, to aid the release of teachers and leaders for NPQ training.
- the NPQ Targeted Delivery Fund. Uplift payments of £100 per participant to be paid to lead providers to support them and their delivery partners in recruiting from and delivering to teachers and leaders in schools with 600 pupils or fewer.

Q: If an organisation receives Scholarship funding, are they also eligible for Target Delivery and Support funding?

A: Organisations that are eligible for NPQ scholarships and that have between 1-600 pupils will also be eligible for Targeted Support and Delivery Funding, with the exception of:

- Local Authorities (Local Authority employed supply teachers and virtual schools).
- young offender institutions.
- hospital schools not already included in other eligible organisation categories.
- non-school based early years settings (group-based providers and childminders).

Q: What are the changes to the Additional Support Offer?

A: The DfE have made two changes to the Additional Support Offer with immediate effect:

- re-branding the programme to the Early Headship Coaching Offer (EHCO).
- extending the eligibility from the first two years (24 months of headship) in a headship role to the first five years in a headship role.

Q: Why have you changed the Additional Support Offer?

A: The changes have been made based on sector feedback and will support providers in recruiting participants and maximising take-up in advance of delivery commencing.

National Institute of Teaching

National Institute of Teaching (NlOT)

The DfE has announced that the School-Led Development Trust (SLDT) will establish the new National Institute of Teaching (NlOT) - England's new flagship teacher and leader development and research provider.

SLDT is a consortium of four leading multi academy trusts: Harris Federation, Outwood Grange Academies Trust, Oasis Community Learning and Star Academies. Further partnerships with a number of other school trusts will ensure that the NlOT has the scale to reach teachers and leaders up and down the country.

The Schools White Paper, [‘Opportunity for all: Strong schools with great teachers for your child’](#), made clear: great teachers are made, not born. That is why the department is focused on supporting the professional development we give to our teachers and leaders. The DfE wants every child to have an excellent teacher and for every teacher to feel fulfilled and supported in their role. From initial teacher training, through to early career support, specialisation and onto school leadership for those who choose to, there is a golden thread of professional development that teachers can draw on at every stage of their careers.

World-class teacher development requires world-class delivery. This is the rationale behind launching the NlOT. As the first organisation of its kind, the NlOT will combine research with exemplary design and delivery of key teacher development programmes, at every stage of a teacher's career. It will deliver high-quality Initial Teacher Training (ITT), Early Career Framework (ECF), National Professional Qualifications (NPQ) and National Leaders of Education (NLE) development programmes. It will also draw on, assess, and produce cutting-edge research and disseminate best practice to further improve the quality of teacher training nationwide.

The NlOT will be led by a faculty of expert teacher educators, working in its regional campuses across England and its headquarters in Blackburn, Lancashire. It will recruit and train teachers in the most disadvantaged areas and support Levelling Up by creating more than half of its new jobs in the North West and North East, and recruiting 20% of staff from the least socially mobile areas in the country. The NlOT aims to positively impact every teacher in England by 2028, either directly via its training courses or through the best practice guidance that it will distribute.

Working closely with the Education Endowment Foundation, and international experts, the NlOT will ensure that teacher development in England goes from strength to strength. It will build evidence around the most effective approaches to training and developing teachers and use this evidence to support other providers, including Teaching School Hubs (TSHs), to understand and implement best practice so the whole sector can improve together.

The NlOT will also work with the Office for Students to gain Degree Awarding Powers so that it can independently deliver courses that carry an academic award, for example a Postgraduate Certificate in Education.

Over the coming months, the NIoT will begin to mobilise its teacher development programmes and operating infrastructure and in the academic year 2022/23, it will start to generate and disseminate best practice on teacher development delivery and deliver NPQ and NLE training. The NIoT will also recruit participants for its ITT and ECF-based programmes, to be delivered from the 2023/24 academic year.

National Institute of Teaching Questions and Answers (Q&A)

Q: Why is the DfE establishing the NIoT and what role will the NIoT play in the system?

A: The NIoT will lead the implementation of the golden thread of professional development – the department’s ITT, ECF, NPQ and NLE reforms - and will have two unique roles in the system:

1. Exemplifying delivery of all our teacher development reforms. The DfE expects the NIoT to be unique in having the capacity and remit to be at the cutting edge of delivery, scrutinising and developing the evidence base to identify the very best approaches to delivery.
2. The NIoT will have a dedicated, key role in developing and disseminating evidence about delivery of teacher development. We know that developing this evidence base is critical and that this a current gap in the system.

Q: Who is going to run the NIoT?

A: The NIoT will be run by the School-Led Development Trust (SLDT). SLDT has been formed by four of the country’s leading multi academy trusts: Harris Federation, Outwood Grange Academies Trust, Oasis Community Learning and Star Academies.

Q: What areas will the NIoT operate in?

A: The NIoT will operate through four campuses in the following regions: North West, North East, South East, and Midlands and South West. Its headquarters will be in Blackburn, Lancashire.

Q: What courses will the NIoT offer?

A: The NIoT will offer:

- Initial Teacher Training (ITT) to ensure that new entrants to the profession receive training based on the best available evidence.
- An Early Career Framework (ECF)-based programme, which supports teachers in the first years of their career with a structured and high-quality two-year induction.
- The reformed suite of National Professional Qualifications (NPQs), including Early Headship Coaching Offer (EHCO) for New Head Teachers, to provide training and support for teachers and leaders at all levels.
- National Leaders of Education (NLE) training to ensure high quality support to struggling and vulnerable schools – raising standards and building their leadership capacity.

The NIoT will seek to gain Degree Awarding Powers. This means that the NIoT will be able to independently deliver courses that carry an academic award, for example a Postgraduate Certificate in Education (PGCE). It will also be able to validate other providers’ PGCEs.

Q: When will the NIoT courses be available?

A: NIoT courses will be available as follows:

- ITT delivery will begin in Autumn 2023
- ECF-based programme delivery will begin in September 2023
- NPQ for Executive Leadership will begin in October 2022, followed by delivery of the full NPQ suite in February 2023
- NLE delivery will begin in Autumn 2022

Q: What will the NIoT do as part of its work on research and best practice?

A: As part of the NIoT's role in supporting other organisations to enhance teacher development delivery, the NIoT will contribute to the development of the teacher development evidence base by conducting primary research; building upon, synthesising, and translating existing evidence; and expertly communicating the practical implications to the sector.

The NIoT will publish further details in due course about specific programmes of work as part of this research and best practice function.

Q: How will the NIoT be funded?

A: The NIoT's delivery of ITT, ECF and NPQs will be funded in the same way, and to the same level, as other providers in the market. The NIoT will be the sole provider of NLEs. ITT delivery will be funded by tuition fees and Student Finance using student loans; ECF, NPQ and NLE delivery will be funded by the DfE on a per-participant basis, as will NPQ delivery of scholarship places. Schools that are not eligible for NPQ scholarship funding may pay the NIoT for their staff to attend its NPQ training courses.

We will provide additional programme funding to the NIoT to support delivery of its role in developing and sharing best practice and evidence. This will fund delivery of research and dissemination activity.

Q: If the NIoT operates in an area where there is existing ITT, ECF and/or NPQ provision, will it disadvantage current providers by taking potential candidates away from them?

A: The NIoT is best considered as a special type of lead provider and it will have many of the same responsibilities and roles as a current ITT, ECF or NPQ provider, including the recruitment processes. There is a great deal of high-quality ITT, ECF and NPQ training offered by a range of providers, and the NIoT will build on this existing provision. We are clear that we need to maintain a teacher development market with a good range of providers that can meet the local needs of schools, trainees, teachers and ultimately, pupils.

Q: What does the NIoT mean for Teaching School Hubs (TSHs)?

A: TSHs work in partnership with lead providers like the NIoT, so the introduction of the NIoT will support rather than undermine them. Some TSHs will be directly involved in the NIoT's delivery.

Other TSHs won't work directly with the NIoT (for example, because they are working with other lead providers). Like other teacher development organisations, we expect that TSHs will be interested in the best evidence and practice in professional development shared by the NIoT, and to share their own learning with the NIoT.

Q: How do I contact the NIoT and/or get involved in its work?

A: You can contact the NIoT directly at info@niot.org.uk or visit www.niot.org.uk for more information on how to get involved in its work.

Early Career Framework

Digital service

Launched in 2021, the DfE's [Manage training for early career teachers](#) service aims to be the single place for schools to:

- find accurate and up-to-date guidance on statutory induction and Early Career Framework-based training.
- get access to DfE funding for training and mentor support.
- manage how ECF-based training is delivered to their ECTs.
- receive support with managing their ECF-based training.

Schools should register with the DfE's Manage Training for early career teachers service to select what induction route they are utilising and add details of their ECTs and Mentors. Schools are already able to set up next year's ECF-based training programmes.

This year's approach to registration will reduce the administrative burden for schools where possible compared to last year.

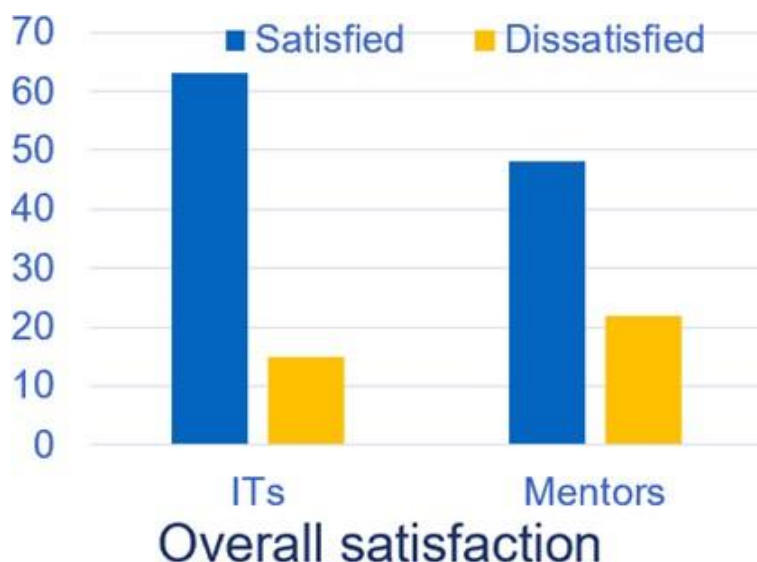
[Updated guidance](#) is available for schools on GOV.UK and there is also a [step-by-step guide](#).

Evaluation data

We have published a summary of the initial survey findings from the external evaluation of the provider-led ECF-based induction programmes. The surveys were conducted between December 2021 and January 2022, 3-4 months into the programme. Evaluators received over 18,000 responses from ECTs, mentors and induction tutors.

The evaluation data shows mostly positive perceptions of the ECF-based programmes. There is good awareness, understanding and engagement from ECTs and mentors, and positive feedback on training delivery and quality.

The main areas for improvement identified centre around perceived rigidity and relevance, and challenges around work and time commitment.



- The above graph shows overall levels of satisfaction with the ECF-based induction programmes. 63% of induction tutors were satisfied compared to 15% dissatisfied and 48% of mentors were satisfied compared to 22% dissatisfied.
- Levels of enthusiasm for the programme are high, with 65% of mentors rating their enthusiasm at least 7 out of 10 and 53% of ECTs rating their enthusiasm at least 7 out of 10.
- Respondents rated the programmes well in terms of its helpfulness for ECTs during its first term. 56% of induction tutors, 52% of mentors and 41% of ECTs rated helpfulness as at least 7 out of 10.
- 62% of induction tutors consider the provider-led induction programmes to be on a par or better than previous induction programmes. Those involved in the early roll out of the programmes were more likely to consider the ECF based induction programmes as better than previous programmes, which suggests greater familiarity with the programmes leads to a more positive assessment.

We have listened to the feedback on areas for improvement in the provider-led ECF-based induction programmes and are working on making improvements. As well as the new digital service, we:

- have created new materials for school leaders, mentors and early career teachers to answer common questions about induction and ECF-based training.
- are reviewing materials to make them as user friendly as possible.
- are working with our providers to allow greater flexibility in when mentors can engage with the programmes.
- are producing guidance on how mentors can use their professional judgement in supporting early career teachers to understand and apply the content of the programmes to their particular context and role.

Early Career Framework Questions and Answers (Q&A)

Q: When will the results of the next round of evaluation surveys be published?

A: The DfE will publish a summary of the evaluation of the first year of the national roll out of the ECF-based induction programmes in September 2022.

Q: What are you doing to improve flexibility in the programme?

A: We are producing guidance on how mentors can use their professional judgement in supporting early career teachers to understand and apply the content of the programmes to their particular context and role.

We are also exploring other ways to encourage appropriate flexibility in the delivery of the programmes, including giving mentors more options for when they engage (including commencing training in the preceding summer term) and using more online delivery where appropriate.

Q: What are you doing to reduce workload in the programme?

A: We are committed to gathering evidence about the implementation and impact of the Early Career Framework reforms, including any impact on workload, to ensure that new teachers entering the profession are provided with the best support. We will continue to monitor this through our evaluation activity and ensure that evidence feeds into the ongoing implementation of these reforms.

Q: How do the ECF reforms support early career teachers?

A: These reforms are firmly and exclusively about an entitlement to additional training and support for early career teachers and not about an additional burden or assessment. This is about making sure teachers at the beginning of their career have the support – and the time through extended time away from the classroom – to continue developing the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. An extended induction period will not affect pay – teachers in their second year have the same entitlements to pay progression that they currently have, and this should also not prohibit career progression.

Q: What are the expectations of mentors?

A: Mentors are a key part of the induction support for ECTs and feedback suggests that mentor support is highly valued by ECTs. Mentors should have sufficient time to carry out their role effectively – both to undertake mentor training (for those on funded training programmes); and to plan and hold mentor sessions with their ECT(s). Being a mentor can be part of an ongoing development journey for experienced teachers as they further their own practice.

Appropriate Bodies

Appropriate Body (AB) Consultation

Appropriate Bodies (ABs) are organisations that have the main quality assurance role in statutory teacher induction. They ensure that early career teachers (ECTs) receive their statutory entitlements and that the support, assessment, and guidance procedures in place are fair and appropriate.

The DfE intends to reform the AB sector so that Teaching School Hubs (TSHs) will become the main providers of AB services and Local Authorities will no longer carry out this role. This will bring clearer accountability, and greater consistency and quality of service for schools through a smaller, more regulated AB sector.

The DfE is launching a consultation on the timeframe for this change and how to enable a successful transition.

The DfE is also interested in how it can improve the experience of assessment at the end of induction and reduce burdens. To inform this the DfE is also seeking views on the value of the formal assessment process during statutory teacher induction and the efficacy with which the AB roles and responsibilities are carried out, including their core role of checking entitlements of ECTs and ensuring that mentors have time to carry out their role effectively.

The DfE encourages ABs, schools and trusts, ECTs and mentors, and anyone with an interest in statutory teacher induction and the AB role to engage with this consultation. Your engagement will allow the DfE to ensure a successful transition and help the Department improve the AB role and statutory induction more generally.

Please read the [appropriate body reform and induction assessment: consultation document](https://consult.education.gov.uk/induction-regulations-and-appropriate-bodies-policy/appropriate-body-reform-and-induction-assessment/) and respond to the consultation by following this link:

<https://consult.education.gov.uk/induction-regulations-and-appropriate-bodies-policy/appropriate-body-reform-and-induction-assessment/>

Appropriate Bodies Questions and Answers (Q&A)

Q: Who is affected by this reform?

A: The AB sector will see the biggest change with local authorities no longer offering appropriate body services after the changes come into effect (provisional date Sept 2023 subject to feedback from the consultation).

The Teaching School Hubs will build their capacity to cover regional need and local authorities will be winding down their services during the transitional period. We intend to work with the Teaching School Hubs Council and the Local Government Association to support a smooth transition and build capacity in the system.

Q: Who should respond to this consultation?

A: ABs are organisations that have the main quality assurance role in statutory teacher induction. They ensure that early career teachers (ECTs) receive their statutory entitlements and that the monitoring, support, assessment, and guidance procedures in place are fair and appropriate.

The DfE encourages ABs, schools and trusts, teachers, and anyone with an interest in statutory teacher induction or the AB sector to engage with our consultation. Your engagement will allow the Department to ensure a successful transition and help us improve the AB role and statutory induction more generally.

Q: How long will the consultation run for?

A: The consultation launched on 26 May 2022 and will run for 8 weeks until 21 July 2022.

Q: What is the sector being consulted on?

A: The AB sector will be reformed so that TSHs will become the main providers of AB services and Local authorities will no longer carry out this role. The DfE is consulting on the timeframe and the needs of the current AB sector to enable a successful transition. The Department is also consulting on how AB services can be improved and seeking views on the value of the formal assessment process.

Q: When will the government respond to the consultation?

A: The government will respond to this consultation in Autumn 2022.

Q: When will this reform come into force?

A: The DfE is consulting on the timeframe that would enable a successful transition and will be able to confirm the date that the reforms will come into force alongside the government's response in Autumn 2022. The earliest provisional date would be September 2023.

Q: Why are Teaching School Hubs best placed to do the AB role?

A: The Department is committed to improving the quality and consistency of AB services.

TSHs offer national coverage through their network of 87 TSHs, they play a significant role in the delivery of ECF-based induction programmes, and each TSH is held accountable against key performance indicators through their contracts with the department.

This makes TSHs ideally placed to offer high-quality and consistent AB services. We intend to work closely with the Teaching School Hubs Council to build capacity in and encourage consistency across the sector, ensuring all schools have access to high quality AB services.

Q: What does this mean for local Authorities (LAs)?

A: The role of the Local Authority (LA) has shifted over the years. As outlined in the 'opportunity for all' white paper LAs will step back from their role in directly maintaining schools to instead be at the heart of championing the best interest of children in their area. The DfE is reforming the AB sector in line with this.

Q: What will happen during the transitional period?

A: The Department is consulting on the needs of the current appropriate body sector and on what we can do to help facilitate to enable a successful transition.

The DfE expects that TSHs will need to work collaboratively with LAs on transition and build their capacity to address regional need. The Department will work alongside the Teaching School Hubs Council (TSHC) to ensure that there is capacity in the AB sector to meet demand.