

ECTE Lead | Induction Tutor Training

Leading the Early Career
Journey 2026 -2027

**Rebecca Lewis | Early Careers and
AB Lead**

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 Teach First

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Rewrite the future

 **Teach
First**

Induction Tutor Training live session

- Appropriate Body Service | Reviewing and Assessing Progress
- Role and responsibilities
- Induction Tutor support **New for 2026**
- Registering ECTs and mentors for training **New for 2026**
- The ECTP for ECTs and Mentors
- Mentor selection and Mentor Training Needs Analysis
- Engagement and monitoring
- Securing success of the ECTP in your school **New for 2026**

AB

Reviewing and Assessing Progress





Appropriate Body Service and fees

As a school you are required to register your ECTs with an Appropriate Body

A summary of the role of the Appropriate Body is below:

Monitoring of support	Appropriate bodies will • check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance • provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction.
Monitoring of assessment	Appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation

The fee per ECT, per year, for the Appropriate Body service is £245. Invoices will follow in late Autumn Term.

Distinction between roles

ECTP Lead

(be a senior leader in school with responsibility for overseeing the effective implementation of the ECF programme)

- make sure the programme compliments Statutory Induction
- make sure timetables allow for engagement
- maintain ECT engagement
- select an appropriate mentor
- follow the process for changing mentors
- quality assure the programme

Induction Tutor

- Assess the ECT's progress against the Teacher Standards over the 2-year Induction
- Report regularly to the Appropriate Body.

PPRs and formal assessment (Sept starters)

- **Responsibility of ECTP Lead/ Induction tutor**
- **Professional progress reviews (PPR)**
Autumn and spring term
- **Formal assessment**
Summer term



Induction for early career teachers (England)

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

April 2025

Progress Reviews and Assessments

Three review points a year- 6 in total

Terms 1, 2, 4, and 5 are progress Reviews

Terms 3 and 6 are assessment points



Review Dates for 2025- 2026
Academic Year are (for standard
starters*)

4th December 2026

11th March 2027

7th July 2027

The first Appropriate Body Webinar
which includes support on how to
complete your December '26
Progress Review will be on

24th November 10-11am (online)



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

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

April 2025

Appropriate Body Useful Documents

NTSH AB Handbook

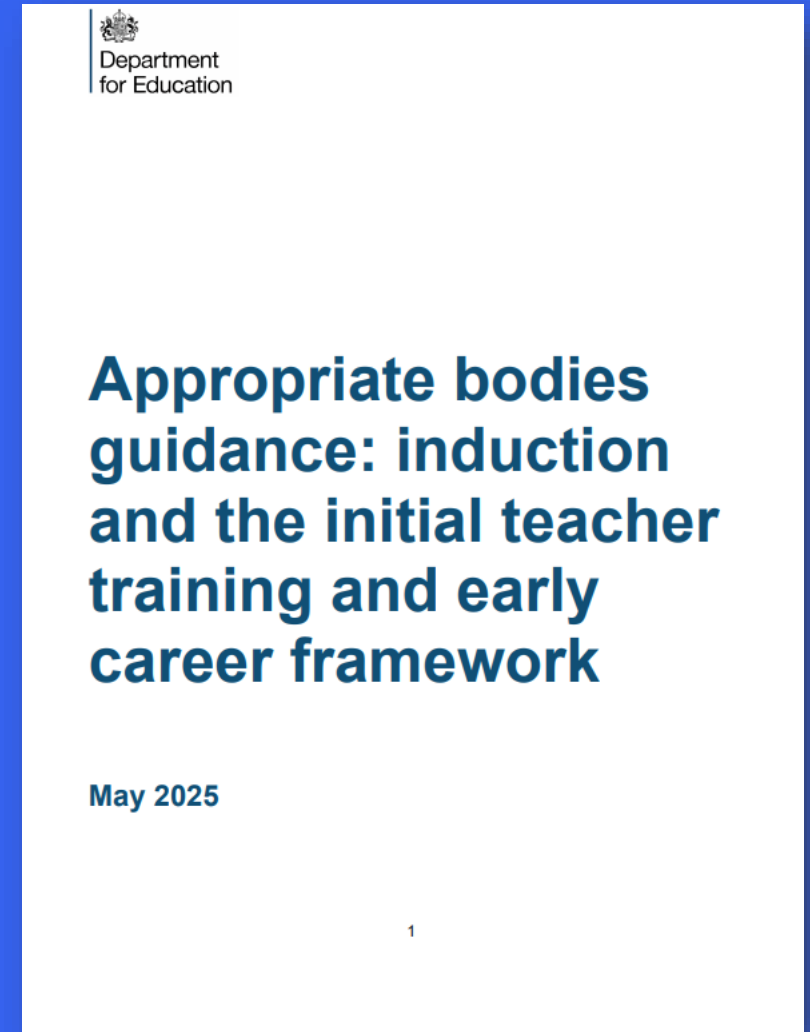
Lesson observation Proformas

ECT Self Assessment checklist
(against Teacher Standards)

ECT TS Evidence Form

Example Progress Reviews

6 Term Progression Grid





ECT Lesson Observation 1

Teachers' Standards

Highlight standards that are observed during the lesson to indicate strengths and areas for development

ECT:	Lesson/Time:
Class:	Date:
Observer:	Induction tutor:

Focus for observation (referenced to Standards)

Comments

Strengths (referenced to Standards)

Areas for Further Development (referenced to Standards)

Signature of observer:

Signature of ECT:

Copies of this lesson observation form must be kept by the ECT and the Induction Tutor, together with the relevant lesson plan.

Teachers' Standards Evidence Form

The ECT is to update the **Evidence** section for each Standard prior to the progress review meeting and formal assessment meeting (between induction tutor and ECT). This should take the form of brief examples with evidence to show that they are making progress towards meeting each of the Teachers' Standards. The source of the evidence should be indicated in brackets (e.g. lesson observation 16/10/21). You may wish to use the following codes:

AR	Assessment Records	M	Meetings with staff
CP	Contact with Parents	MN	Meeting notes
CPD	Professional Development	P	Planning
D	Discussions	PA	Professional Attitude
ECF	Early Career Framework	PRM	Progress Review Meeting notes
E	Evaluations	PW	Pupils' Work
F	Feedback	SR	Self-Review
LO	Lesson Observation	TE	Teaching Environment

Please see the example TSEF on the NTSH website.

Part One - Teaching

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils

Evidence:

2. Promote good progress an **outcomes** by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how **this** impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

Evidence:

3. Demonstrate good subject and curriculum

- have a secure knowledge of the relevant foster and maintain pupils' interest in the misunderstandings
- demonstrate a critical understanding of curriculum areas, and promote the value
- demonstrate an understanding of and standards of literacy, articulacy and the whatever the teacher's specialist subject
- if teaching early reading, demonstrate synthetic phonics
- if teaching early mathematics, demonstrate appropriate teaching strategies

Evidence:

4. Plan and teach well-structured lessons

- impart knowledge and develop understanding
- promote a love of learning and children
- set homework and plan other out of class the knowledge and understanding pupils
- reflect systematically on the effectiveness of teaching
- contribute to the design and provision of relevant subject area(s)

Evidence:

Induction Programme Meeting Schedule Year 1

Agree dates and times for meetings between the induction tutor and ECT for the year and note them in the table. There should be a minimum of 1 formal meeting each half term.

	Date, time and location	Focus	Documentation
Autumn Term - Meeting 1		Agree targets and arrange a lesson observation for the autumn term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Autumn Term - Meeting 2		Review Teachers' Standards Evidence Form. Discuss Progress Review.	Teachers' Standards Evidence Form Progress Review 1 – ECT Manager
Spring Term - Meeting 3		Review targets and arrange a lesson observation for the spring term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Spring Term - Meeting 4		Review Teachers' Standards Evidence Form. Discuss Progress Review.	Teachers' Standards Evidence Form Progress Review 2 – ECT Manager
Summer Term - Meeting 5		Review targets and arrange a lesson observation for the summer term. Discuss Teachers' Standards Evidence form.	Meeting Notes Teachers' Standards Evidence Form
Summer Term - Meeting 6		Review Teachers' Standards Evidence Form. Discuss first assessment.	Teachers' Standards Evidence Form Assessment Form 1 – ECT Manager

AB Quality Assurance

- **20% of all schools using the AB Service**
- **You will be contacted in advance**
- **90 mins**
- **Low Stakes and developmental**





Pause point

ECTE Lead Role and Responsibilities



Leading the Early Career Journey

Around 33% of teachers
leave the profession within
the first 5 years of
qualifying

- DfE, School Workforce Census (2019)



“The best conductors
don’t create music;
they create the
conditions for music to
happen.”

-Benjamin Zander
(Conductor)

Structured support through
induction programmes,
high-quality mentoring, and
reduced timetable
commitments are all
associated with improved
teacher retention. (TDT, 2020)

Schools with strong
Induction and workload
management practices are
better able to retain
teachers. (EEF, 2023)

Your role

Lead and coordinate the delivery of the ECTE in your school



E.g.

- Register ECTs and mentors
- If an ECT moves school or is leaving your school
- If an ECT is joining your school
- If your school changes ECTE partnerships

Update the Department for Education about any changes to the ECTE in your school

Review and assess an ECT's progress against the teacher's standards

Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the teachers' standards consistently over a sustained period in their practice.

Be a point of contact for anyone involved in the ECTE

Induction Tutor Checklist

ECT focused tasks

First steps

- Register ECTs on the DfE RECT service
- Inform delivery partner of ECTs
- Check seminar delivery dates
- Ensure timetabling enables programme completion

In-year

- Monitoring engagement (e.g Brightspace self-directed study and seminar attendance).
- Formal progress and assessment (Appropriate Body)

Mentor focused tasks

First steps

- Register mentors on the DfE RECT service
- Inform delivery partner of mentors
- Check seminar delivery dates
- Ensure timetabling enables programme completion

Types of mentor

- Understand the types of mentors in your school
- Mentor eligibility question
- Mentor training needs analysis

In-year

- Monitoring engagement (e.g. Brightspace self-directed study and seminar attendance).

Induction Tutor Checklist

Admin tasks

First steps

- Ensure you have registered your new ECTs and mentors with the DfE on their RECT service
- Ensure your delivery partner is aware of any new ECTs and mentors
- Update the DfE and your delivery partner of any changes in circumstances of existing ECTs and mentors e.g. long-term sick; maternity leave moves schools, etc

In year

- Updating the DfE and your delivery partner of any changes in circumstances e.g. long-term sick; maternity leave; ECT moves schools, ECT joins your school, etc

Induction Tutor Support

Induction Tutor resources

My Teach First

The screenshot shows the 'My Teach First' dashboard. At the top is a blue navigation bar with the 'Teach First' logo, links for 'Home', 'Brightspace', and 'Diagnostic tool', and user options 'My settings', 'Contact us', and 'Log out'. Below the navigation bar, there are two role-based tabs: 'ECTE Mentor' (highlighted with a yellow arrow) and 'Early Career Teacher'. Under these tabs are filters for 'Cohort' and 'Support Roles', both set to 'All', with an 'Apply' button. The main content area is divided into several sections. On the left is a 'My to do list' section with a 'Filter' button. In the center, there are three cards: 'Brightspace Learning Platform' with a 'Brightspace' button, 'Induction Tutor Resources' (highlighted with a red rectangle and a yellow arrow pointing to its button), and 'Completing your diagnostic activity - guidance video for mentors'. To the right of these is another card for 'Brightspace navigation, tips & tricks - guidance videos for mentors' and a 'Programme Guides and Handbooks' section. At the bottom right is a blue button that says 'Share your feedback!'.

Teach First

Home Brightspace Diagnostic tool

My settings Contact us Log out

ECTE Mentor Early Career Teacher

Cohort Support Roles

All All Apply

My to do list

Filter

Brightspace Learning Platform

Access your online learning.

Please note it may take 48hours after your first login for you to be able to access Brightspace.

Brightspace

Induction Tutor Resources

Key information to support induction tutors in understanding the programme, their responsibilities, and how to navigate the platform

Induction Tutor Resources

Completing your diagnostic activity - guidance video for mentors +

Brightspace navigation, tips & tricks - guidance videos for mentors +

Programme Guides and Handbooks +

Share your feedback!

Induction Tutor resources

ECTP Programme Guide for Induction Tutors

- Details about the ECTE programmes
- Key information
- Guidance



Registering your ECTs and mentors for training

Registering ECTs & Mentors for training (DfE RECT service)



The screenshot shows a web page titled "Register ECTs service documentation" with a small orange llama icon. Below the title is a "Documentation" tab and a subtitle "This site is used for documentation about a service." The main content area features a large, bold notice: "Notice of new service (service launched, registration 2026-2027 not yet open)".

Register ECTs service documentation 

Documentation This site is used for documentation about a service.

**Notice of new service
(service launched,
registration 2026-2027 not
yet open)**

Example changes:-

- Signing into the service is different
- More than one school user can use the register service
- Lead provider training for ECTs and mentors
- Manage ECTs and mentors leaving schools

Registering ECTs & Mentors for training (DfE RECT service)

Resources for release of register early career teachers service

Resources to help support schools using the register early career teachers service.

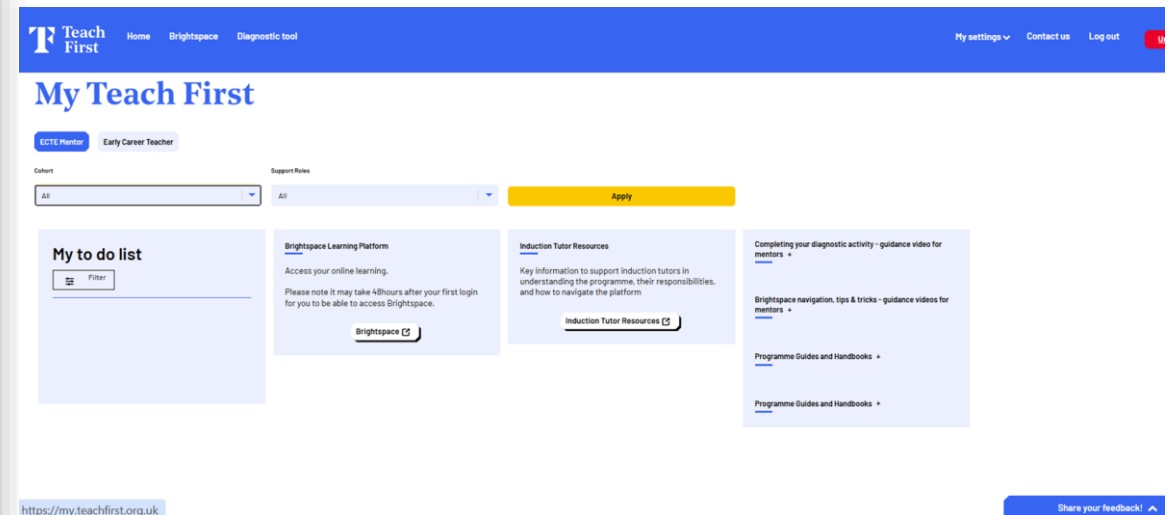
These resources:

- are up to date as of the service release date, April 2026
- will likely change when updates are made to the service

[Changes in the service](#)

[Supporting videos](#)

[Communication emails to schools](#)



The ECTP at a Glance

ECTP Aims

- Improving teaching quality to enhance pupil outcomes
- Strengthening the connection between ITT
- Supporting teacher retention
- Providing a universal entitlement
- Contributing to a world-leading teacher development system

ECTP: **ECT** year 1 programme overview



ECT Welcome Conference

1

Module 1: How can you create an effective learning environment?

2

Module 2: How do pupils learn?

3

Module 3: What makes effective classroom practice?

4

Module 4: How can you use assessment and feedback to greatest effect?

5

Module 5: How can you support all pupils to succeed?

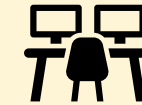
6

Module 6: How can you design a coherent curriculum?

Each module includes:



Diagnostic activity



Self-directed study: 5 x 35/45 min sessions



Seminars x 2 1.5 hrs



Mentor meetings x 6 1 hr

Programme components



Self-directed study

Complete:

- diagnostic at the start of each module
- core or summary and stretch self-directed study session each week
- knowledge check for each session
- post-module quiz



Mentoring interactions

- Prepare in advance
- ECTs actively engage in mentor interactions
- ECTs follow up on any actions



Seminars

- Attend live seminars
- Actively engage
- If online ensure access to device with camera and mic

Tailor

T



Session 1: What is the purpose of a curriculum?

Session 2: Identifying concepts, knowledge and skills

Session 3: Sequencing teaching and learning

Session 4: Helping pupils master important concepts and skills

Session 5: Supporting pupils to build increasingly complex mental models

Done

Mentors and

Your agreed learning path

50 % 5 of 10 items complete

Session 1: What is the purpose of curriculum?

☐ Core content

☒ Summary and stretch content

Session 2: Identifying concepts, knowledge and skills

☒ Core content

☐ Summary and stretch content

Session 3: Sequencing teaching and learning

☒ Core content

☐ Summary and stretch content

Session 4: Helping pupils master important concepts

☐ Core content

☒ Summary and stretch content

Session 5: Supporting pupils to build increasingly complex mental models

☒ Core content

☐ Summary and stretch content

Core

Summary

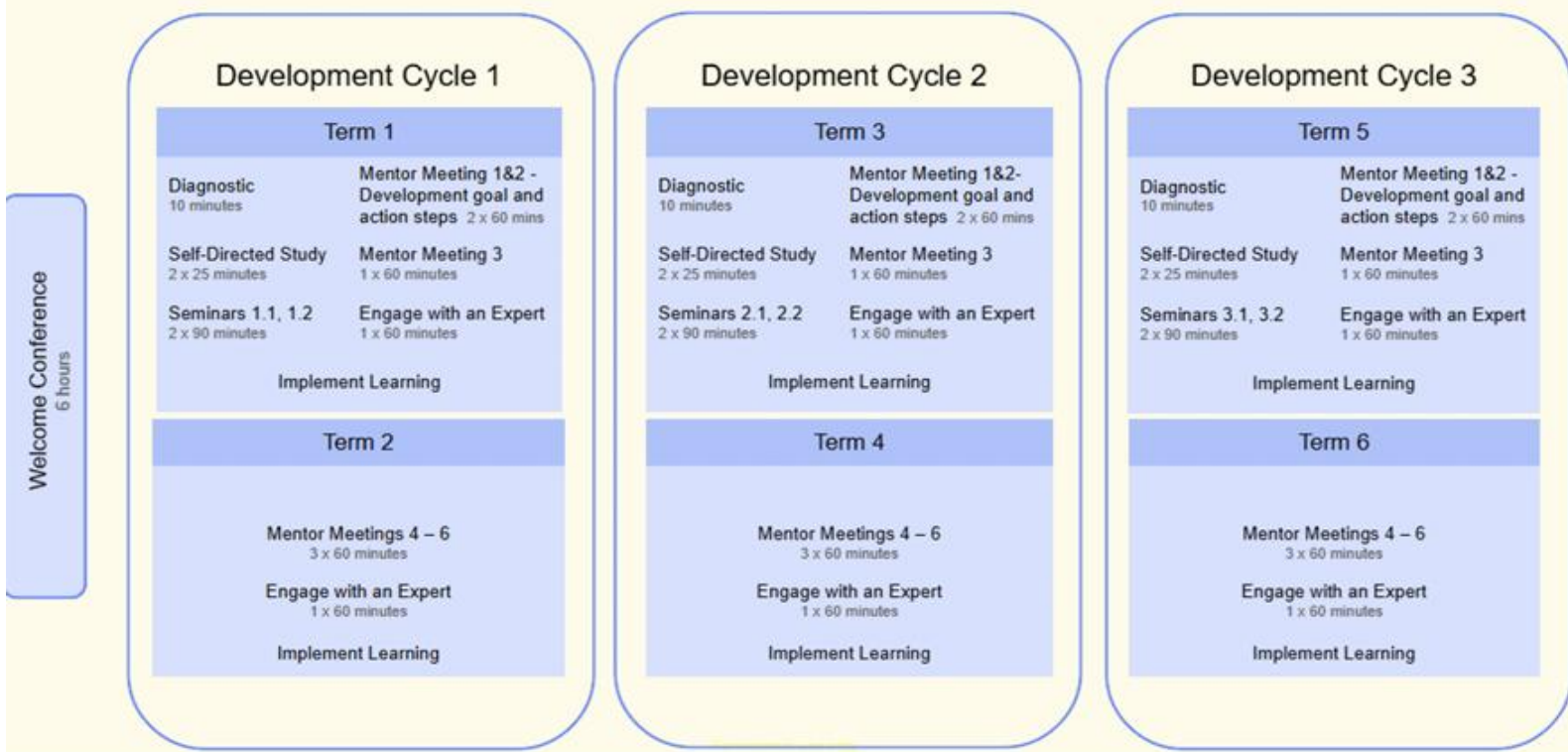
End of module quiz

ECT Year 1 –Welcome Conference

Session 1: The Teach First Early Career Training Programme (60 mins)	In-person
Session 2: Developing your expertise (75 mins)	In-person
Session 3: An introduction to instructional coaching (90 mins)	In-person
Session 4: Using praise and consequences effectively (90 mins)	In-person
Session 5: Your wellbeing (30 mins)	In-person

Year 2 ECT Programme Overview

ECTP Development Cycles Year 2



Year 2 Programme guide can be found on our website

- 3 development cycles
- 2 opportunities to engage with an expert
- More time to implement learning
- Must complete a diagnostic

	Seminar 1.1	Seminar 1.2	Seminar 2.1	Seminar 2.2	Seminar 3.1	Seminar 3.2
Seminar title	Developing pupils' intrinsic motivation	Anticipating and addressing common misconceptions	Supporting pupils to develop subject specific skills	Using structured talk to develop pupils' literacy	Using meaningful and memorable explanations	Developing a coherent curriculum

**Northamptonshire
Teaching School Hub**



Engage with an expert: Viewing an ECT's submission



Engage with an expert overview



'Engage with an expert' activity



Share your learning - 'Engage with an expert' 1



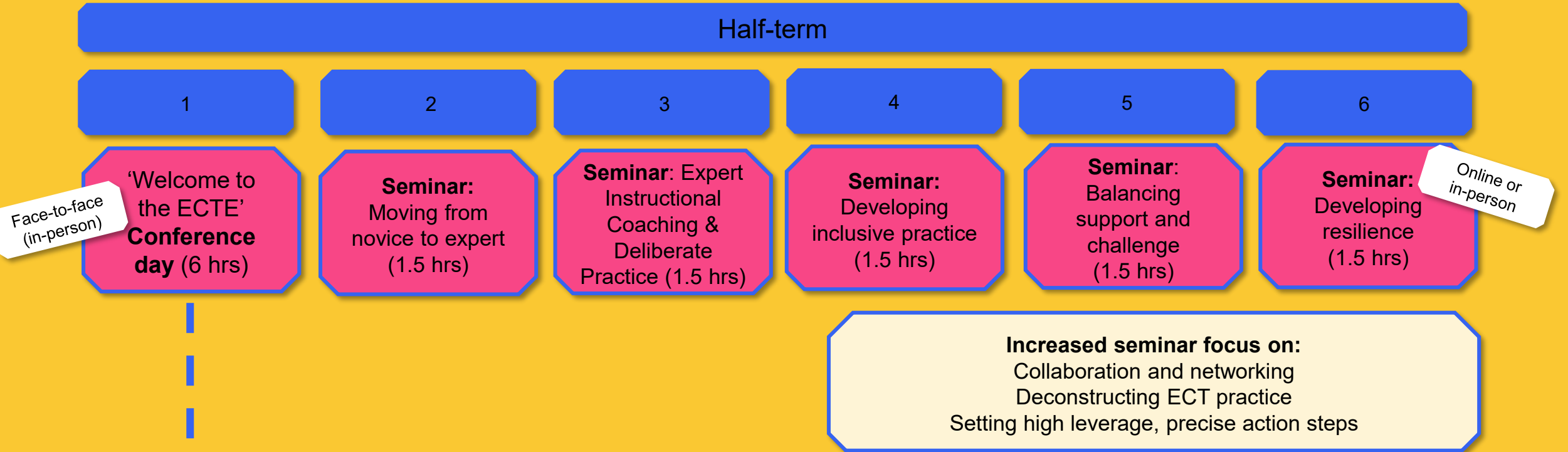
Share your learning - 'Engage with an expert' 2

End of Unit

Engage with an expert



ECTP - **Mentor** programme overview



Sessions of the conference:

1. ECTP Programme overview and Mentor role
2. Using the diagnostic tool to tailor support
3. Instructional coaching model
3. Deliberate practice
4. Workload and wellbeing
6. Building support networks

New for 2026:

The mentor programme has 8 units, and they must select 5 to complete, two of which are mandatory
They need to attend their seminars also

Early Career Training Programme for Mentors • Unit 4 of 4

Unit 4: Putting research into practice

0/74

🌐 Connecting research to practice for your ECT

▸ High Expectations 0/9

▸ How pupils learn 0/9

▸ Subject and curriculum 0/9

▸ Classroom practice 0/10

▸ Adaptive teaching 0/9

Unit 4: Putting research into practice



Mentor interactions

Instructional coaching and the feedback model

Feedback model

Praise strengths

Probe development areas

Set precise actions

Plan based on actions

Practice based on plan

Mentoring interactions

T



Early Career
Training Programme

MENTORING A YEAR ONE EARLY CAREER TEACHER
MENTOR HANDBOOK 2025

T Teach First

WEEK 2		EFFECTIVE ENTRY AND SETTLING ROUTINES SUGGESTED STIMULUS: 10-MIN DROP-IN OBSERVATION
DATE:		
Mentor guidance During the online study materials for session 1, your ECT was informed that their classroom routines may be observed by their mentor. They were asked to plan what they will say. Based on their developmental needs, the following routines (listed in order of highest leverage) to implement: • Greet at the door and settling routine. • Getting pupils' attention. • Carpet to task or tables. • Exit routine. The following success criteria were shared for each routine in the online study materials.		
Greeting pupils at the door: • Stand at or around the entrance to the classroom. • Positively interact with pupils as they come into the class to help build trust and respect. • If necessary, provide corrective statements to individual pupils to reinforce expectations.	Getting pupils' attention: • Instructions should be specific and observable. • Instructions should be sequential. • Instructions should be manageable.	OUTLINE This video will outline Session 1, 'Establishing effective routines', review your mentee's self-directed study materials and outline your next steps for the week ahead. Please see below the video for the 'In depth' resources and links to your mentee's self-directed study materials.



Direct Link: [Module 1, Session 1](#)

Mentors supporting a Year 2 ECT

T

*The programme for mentors is **one** year*

1. Some Mentors on the programme will be looking after a Year 2 ECT whilst they are on their (1 year) programme

As they are enrolled on their programme, they need to complete the mandatory aspects (attending conference, seminars, completion of diagnostics, and 5 out of their 8 units).

2. Mentors who are previously trained and will therefore not need to complete the Mentor programme

When Mentors open Brightspace for the first time, they will need to complete the 'Mentor Analysis' to identify what prior knowledge they already hold, and what they might need to engage with (reduced programme)

They will have access to Bright space so they can access diagnostics at the beginning of each module

They will have access to a Year 2 'Mentor Handbook' to support them. There are links included in their handbook to overview videos so they know how to support their ECT2 with their development cycle

If they have a Year 1 ECT, mentors can also find a link in their handbook Module overview videos.

Mentor selection

Mentor requirements

Mentors should:

- hold Qualified Teacher Status
- be an excellent teacher of the subject/phase in which they are mentoring ECT(s)
- have an understanding of the statutory standards / requirements for the induction of ECTs
- be interested in developing as a mentor in the subject or phase within which they are supporting the ECT
- understand the requirements to participate in mentor induction and continuing professional development
- support Teach First's approach to developing teachers
- have professional characteristics and competencies that align with the National Standards for School-Based Initial Teacher Training (ITT) Mentors, July 2016
- have appropriate time allocated within the school timetable to support and develop ECT(s)

Starting the Mentor Programme: *Mentor eligibility question and training needs analysis*

Mentor eligibility question

Located on My Teach First

**Fully trained
mentor**

OR

Not enrolled on the
mentor training
programme

Unfunded

Complete their
mentor facing
diagnostic through
ECT course on
Brightspace

My Courses

All Archive ECT 2025

Course Title	Course Code	Ends
Optional: Excellent teaching in special schools	ECT_25_Y1_OPTIONAL	Ends July 31, 2028 at 12:00 AM
Module 6: How can you design a coherent curriculum?	ECT_25_Y1_M6	Ends July 31, 2028 at 12:00 AM
Module 5: How can you support all pupils to succeed?	ECT_25_Y1_M5	Ends July 31, 2028 at 12:00 AM
Module 4: How can you use assessment and feedback to greatest effect?	ECT_25_Y1_M4	Ends July 31, 2028 at 12:00 AM
Module 3: What makes classroom practice effective?	ECT_25_Y1_M3	Ends July 31, 2028 at 12:00 AM
Module 2: How do pupils learn?	ECT_25_Y1_M2	Ends July 31, 2028 at 12:00 AM
Module 1: How can you create an effective learning environment?	ECT_25_Y1_M1	Ends July 31, 2028 at 12:00 AM
ECT Y1 Introduction	ECT_25_Y1_INDUCATION	Ends July 31, 2028 at 12:00 AM

Mentor Needs Analysis

Brightspace

Mentor eligibility question

Located on My Teach First

New mentor

Fully funded

Completes **all** aspects of the mentor training programme

Fully enrolled at this point.

Partially trained mentor

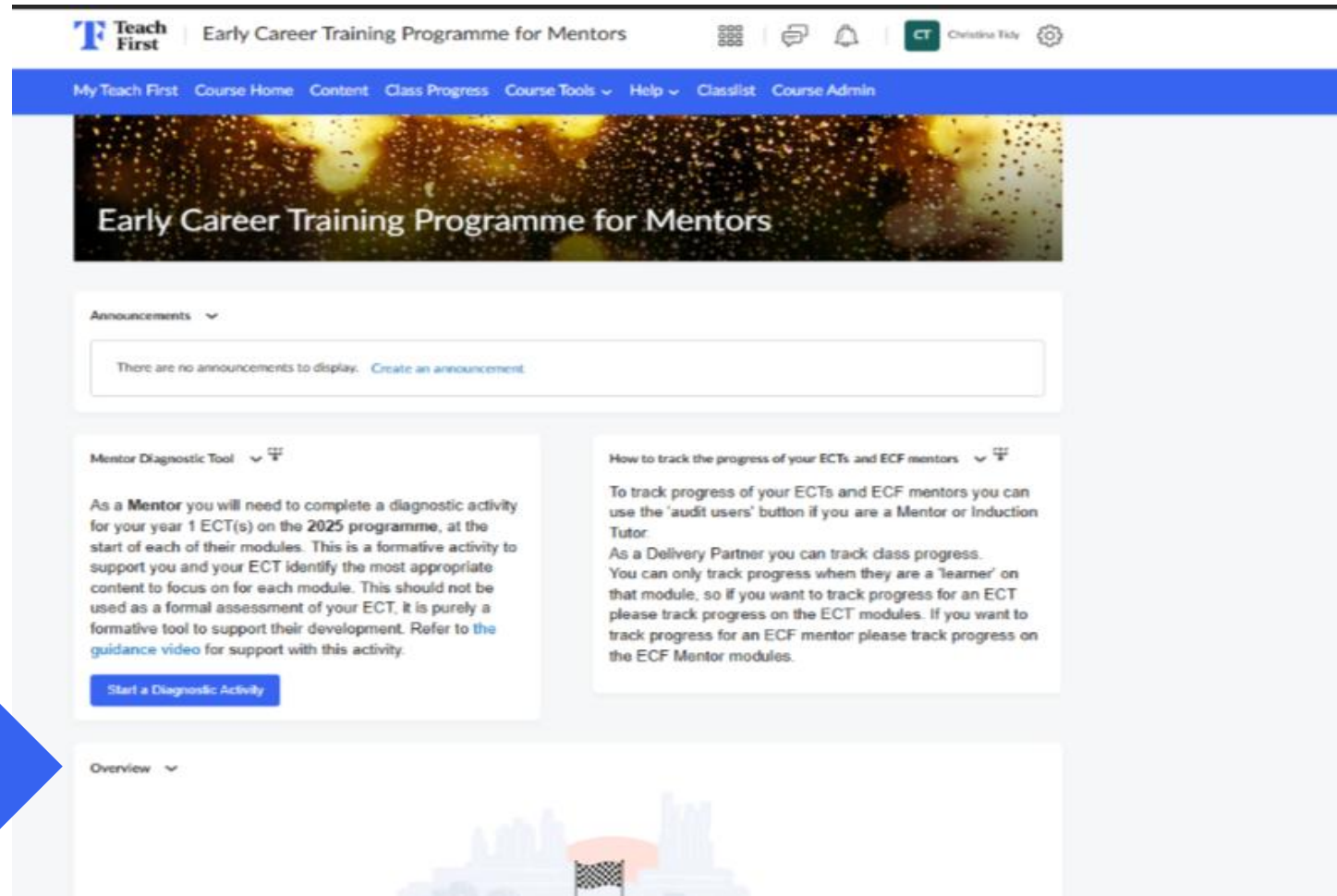
(ITT eligible / ECF school led)

Fully funded

Eligible for a reduction in mentor training programme hours

Must complete the mentor training needs analysis on Brightspace.

Mentor training needs analysis



The screenshot shows the 'Early Career Training Programme for Mentors' dashboard. At the top, the Teach First logo is on the left, and navigation links for 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'Help', 'Classlist', and 'Course Admin' are on the right. Below the navigation bar is a header image with the text 'Early Career Training Programme for Mentors'. The main content area is divided into three sections: 'Announcements' (with a message that there are no announcements to display), 'Mentor Diagnostic Tool' (which includes a paragraph about the diagnostic activity and a 'Start a Diagnostic Activity' button), and 'How to track the progress of your ECTs and ECF mentors' (which includes instructions on using the 'audit users' button). A large blue arrow points from the left towards the 'Mentor Diagnostic Tool' section.

Teach First | Early Career Training Programme for Mentors

My Teach First Course Home Content Class Progress Course Tools Help Classlist Course Admin

Early Career Training Programme for Mentors

Announcements

There are no announcements to display. [Create an announcement](#)

Mentor Diagnostic Tool

As a **Mentor** you will need to complete a diagnostic activity for your year 1 ECT(s) on the 2025 programme, at the start of each of their modules. This is a formative activity to support you and your ECT identify the most appropriate content to focus on for each module. This should not be used as a formal assessment of your ECT, it is purely a formative tool to support their development. Refer to [the guidance video](#) for support with this activity.

[Start a Diagnostic Activity](#)

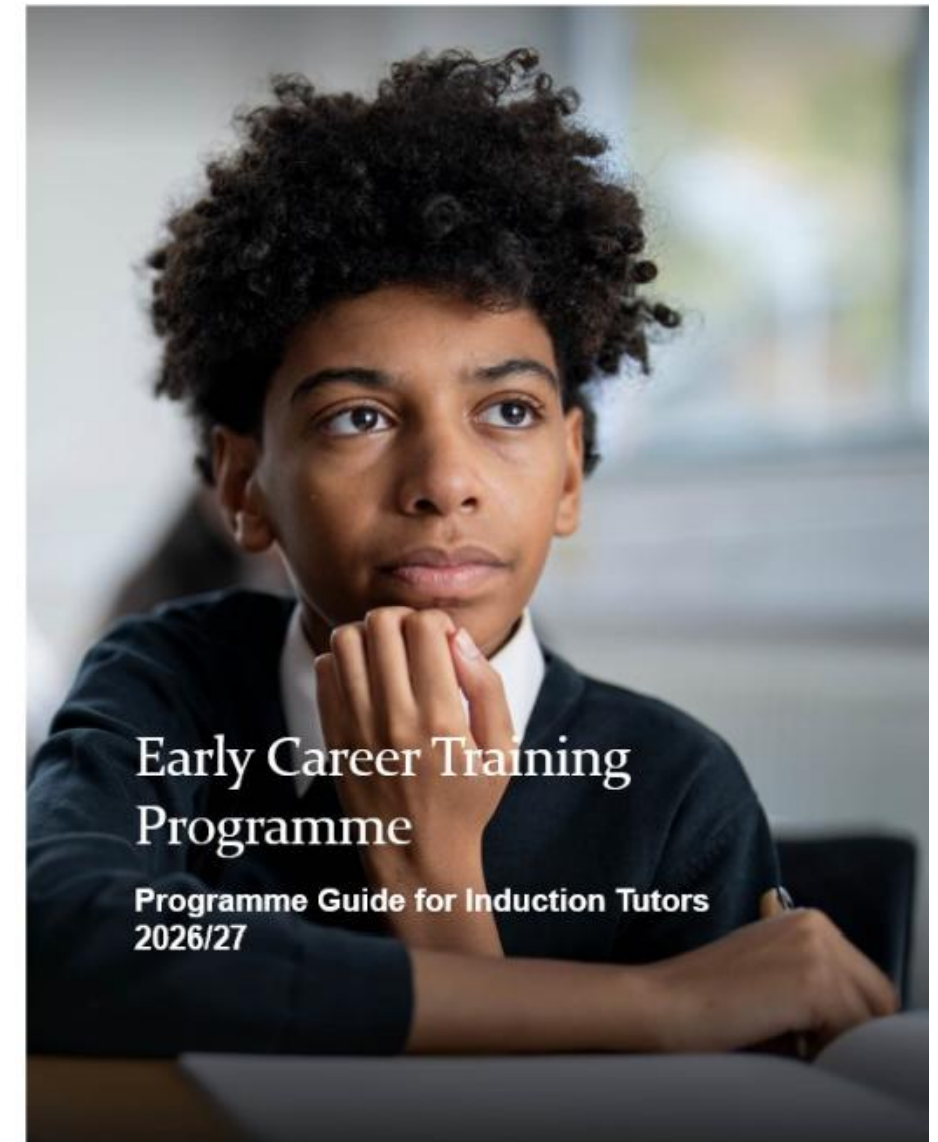
How to track the progress of your ECTs and ECF mentors

To track progress of your ECTs and ECF mentors you can use the 'audit users' button if you are a Mentor or Induction Tutor

As a Delivery Partner you can track class progress. You can only track progress when they are a 'learner' on that module, so if you want to track progress for an ECT please track progress on the ECT modules. If you want to track progress for an ECF mentor please track progress on the ECF Mentor modules.

Overview

Mentor support



In year: Engagement monitoring

Engagement monitoring

- Monitoring ECT and mentor engagement
- Checking reports and data
- Following up on concerns
- Raising formal concerns
- Supporting ECTs and mentors to re-engage



ECTP ECT engagement

ECT engagement = MINIMUM 75% of Year 1 and of Year 2

Programme component	Engagement indicator
ECT Welcome Conference	Engagement tracked through event attendance registers, or catch-up recordings if required.
Seminars	Engagement tracked through event attendance registers, or catch-up recordings if required.
Self-directed study materials on Brightspace	Engagement tracked through completion of:- - ECT diagnostic - knowledge checks at end of sessions.
Engage with an expert (Year 2 ECTs only)	Engagement tracked through ECTs uploading a proforma for each interaction to Brightspace.

ECTs will need to engage with all of the programme components to achieve MINIMUM 75%

ECTP mentor engagement

Mentor engagement
MINIMUM 75% within the year and across at least two terms

Programme component	Engagement indicator
Mentor Welcome Conference	Engagement tracked through event attendance registers, or catch-up recordings if required.
Seminars	Engagement tracked through event attendance registers, or catch-up recordings if required.
Self-directed study materials on Brightspace	Engagement tracked through:- - completion of the mentor diagnostic Engagement tracked through completion of knowledge checks within:- - engaging with the Putting research into practice unit - Development Cycle unit

Mentors will need to engage with each of the programme components to achieve MINIMUM 75%

Monitoring engagement

Self-direct study on Brightspace

The screenshot shows the Teach First Brightspace dashboard. At the top is a blue navigation bar with the Teach First logo and links for Home, Brightspace, and Diagnostic tool. On the right side of the bar are links for My settings, Contact us, and Log out. Below the navigation bar, there are two role-based tabs: ECTE Mentor (active) and Early Career Teacher. Under these tabs are filters for Cohort (set to All) and Support Roles (set to All), followed by an Apply button. The main content area is divided into four columns. The first column is titled 'My to do list' and contains a Filter button. The second column is titled 'Brightspace Learning Platform' and includes a link to 'Access your online learning' and a note about the 48-hour login requirement, with a 'Brightspace' button below. The third column, titled 'Induction Tutor Resources', is highlighted with a red border and contains a link to 'Key information to support induction tutors' and an 'Induction Tutor Resources' button. The fourth column contains links for 'Completing your diagnostic activity', 'Brightspace navigation, tips & tricks', and 'Programme Guides and Handbooks'. A 'Share your feedback!' button is located at the bottom right.

Teach First

Home Brightspace Diagnostic tool

My settings Contact us Log out

ECTE Mentor Early Career Teacher

Cohort Support Roles

All All Apply

My to do list

Filter

Brightspace Learning Platform

Access your online learning.

Please note it may take 48hours after your first login for you to be able to access Brightspace.

Brightspace

Induction Tutor Resources

Key information to support induction tutors in understanding the programme, their responsibilities, and how to navigate the platform

Induction Tutor Resources

Completing your diagnostic activity - guidance video for mentors +

Brightspace navigation, tips & tricks - guidance videos for mentors +

Programme Guides and Handbooks +

Share your feedback!

Monitoring engagement seminar attendance



- **Ensure you, your ECTs and mentors know their seminar dates**
- **Timetabling**
- **Missed seminars**
 - **catch up recording**
 - **complete form**

Promote seminar attendance and ensure cover is provided, if required



We will

- Monitor ECT engagement each term and send nudges and praise to ECTs and Mentors
- Follow up with you if we see consistent non-engagement
- Support you if you have any concerns around engagement and progress
- Support ECTs and mentors to re-engage if needed



Securing success of the ECTP in your school



What does successful Implementation look like?

ECT1	Mentor	Lead/IT
Weekly Brightspace learning	Weekly Brightspace overviews and stimulus	Monitor Brightspace engagement and seminar attendance
Weekly mentor interaction (instructional coaching)	Weekly mentor interaction (instructional coaching)	Understand the quality of the mentor support
Module seminars	Module seminars	Track & Report progress of ECT – Teacher Stds

Quality Assuring the mentor provision.

Considering how the programme can align with whole school PD

ECTE Lead role in monitoring engagement (auditing users)



Self-study

Using Brightspace, you will be able to see how your ECTs and mentors are progressing with their self-directed study.

Seminar attendance

Delivery Partners share attendance with NTSH and we will be in touch should there be any concerns

Weekly mentoring interactions

Monitor activity in school when you can.

Surveys



Teach First survey ECTs and mentors intermittently. These anonymised results will be shared with Northamptonshire Teaching School Hub.

NTSH also sends out an 'Entitlements' survey to ECTs. Should they raise any concerns, we will reach out to you.



ECF Implementation Visits

Northamptonshire Teaching School Hub/ ECTE Lead Network Directors are happy to visit you to explore your implementation of the ECTE and support you to maximise engagement in the programme or with any other support you might need.

2025-2026 Peer Reviews- will be shared via email

Guidance: Supporting Mentor Engagement



Ensure the mentors have timetabled time for their weekly ECT-Mentor interactions

Develop a Mentor Community in your school to elevate the role

Consider your systems of ECTP Implementation

State the moral purpose of the role to mentors collectively

Brightspace – Mentor Training

Check-In and Listen

Share successes

Connect to other ECTE Leads

Evaluate the culture of mentoring in your school



Considerations for your Induction tutor role:

- How far does our school-based **observation documentation** need adjusting to cater for ECTs? (Consider how explicitly your proformas link to the teacher standards/how will you demonstrate ECTs' current performance against standards and set targets?)
- To what extent are the ECTs at your school engaged in practice that **builds up evidence** (so they can refer to it with ease during your progress review meetings/assessment points)? (Consider regularity of mentor meetings, engagement in departmental activities, engagement in ECTP materials, records of planning, resources, contact with specialist staff within school, contact with parents, actions as a tutor.)
- How can I keep **track of ECT progress** outside of end of term review points? (Consider asking for weekly mentor meeting notes to be emailed to you or meeting with mentors during the ½ term.)



How Northamptonshire Teaching School Hub can support ECTE Leads



How we can further support you with the ECTE

ECTP

- Half Termly bulletins with key updates and share best practice
- Contact around ECT and Mentor engagement and how best to support them in maximising their success on the programme
- Visits to your school to support you with: successful implementation of the ECTP; including bespoke support if needed
- Introduce you to our Lead Directors

Statutory Induction

- Termly webinars to support you with progress reviews and assessments, and answer any questions you may have about your ECT's Statutory Induction
- Supportive team who can give advice on any concerns that you may have regarding your ECTs and Mentors
- Online resources to support (on NTSH's website)

Recommended next steps

1. Register ECTs and mentors on the DfE registration service
2. Ensure mentors and ECTs can attend the Welcome Conferences
3. Timetable ECT and mentor seminars so these can be attended
4. Ask ECTs to share their 'action' plan from ITT
5. Check in with your ECTs and Mentors regularly
6. Read the ECTP Induction Tutor handbook
7. Bookmark the Induction Tutor page on My Teach First (live Sept 2026)
8. Register with an Appropriate Body
9. Review DfE guidance on induction
10. Please notify us if there are any staffing changes

Questions?

Thank you.

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Funding





Pause point



Pause point

Useful documents

For the ECTP:

ECTE /ECF Induction Tutor
Programme guides

ECT Programme Guide
Mentor Programme Guide

Mentor Handbook

2025-2026 week by week calendar that
maps the ECTP (For September starters)

All on our website

