

**Northamptonshire
Teaching School Hub**



led by Brooke Weston Trust

Welcome!

Leading the Early Career Journey:

ECTE Lead 2025-2026

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**Northamptonshire
Teaching School Hub**

led by Brooke Weston Trust



Our Vision

**Grow teacher and leader expertise
for every school,
to the advantage of every child.**

Northamptonshire
Teaching School Hub



**DfE Designated
Centre of
Excellence**

For Northamptonshire schools

Northamptonshire Teaching School Hub

led by Brooke Weston Trust

- Welcome
- Induction Tutor role and responsibilities
- The ECTE from September 2025
- ECTP/ECF Programme overviews
- Mentor selection and support
- Engagement and reporting
- Reviewing and assessing progress
- Setting up the ECTE for success in your school
- Useful documents and next steps

Agenda



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

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

Leading the Early Career Journey

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

-Benjamin Zander
(Conductor)



“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

Be a point of contact for anyone involved in the ECTE

Roles and responsibilities

ECT

- Engage with the self-directed study.
- Prepare for each mentor interaction.
- Attend seminars.
- *Arrange demonstrations (Y2).*
- Communicate with you and NTSH if they can't attend the seminar.

Mentor

- Attend seminars.
- Arrange and facilitate weekly mentor interactions in Y1 and fortnightly in Y2.
- Monitor ECT engagement with retrieval quizzes.
- *Support ECTs through the Development Cycle sequence (Y2).*
- *Engage with demonstrations (Y2).*

ECF induction tutor

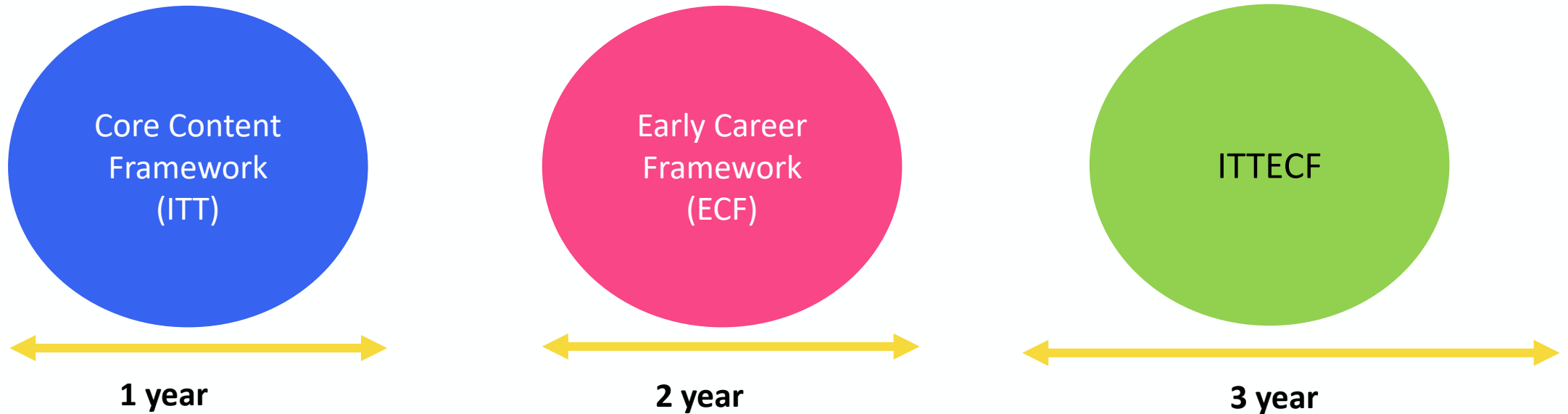
- Ensure the programme complements statutory induction.
- Make sure timetables allow for mentor and ECT engagement.
- Monitor and maintain ECT engagement.
- Select an appropriate mentor.
- Quality assure the programme.

The ECTE: Key changes for 2025

Lead and coordinate the delivery of the ECTE in your school



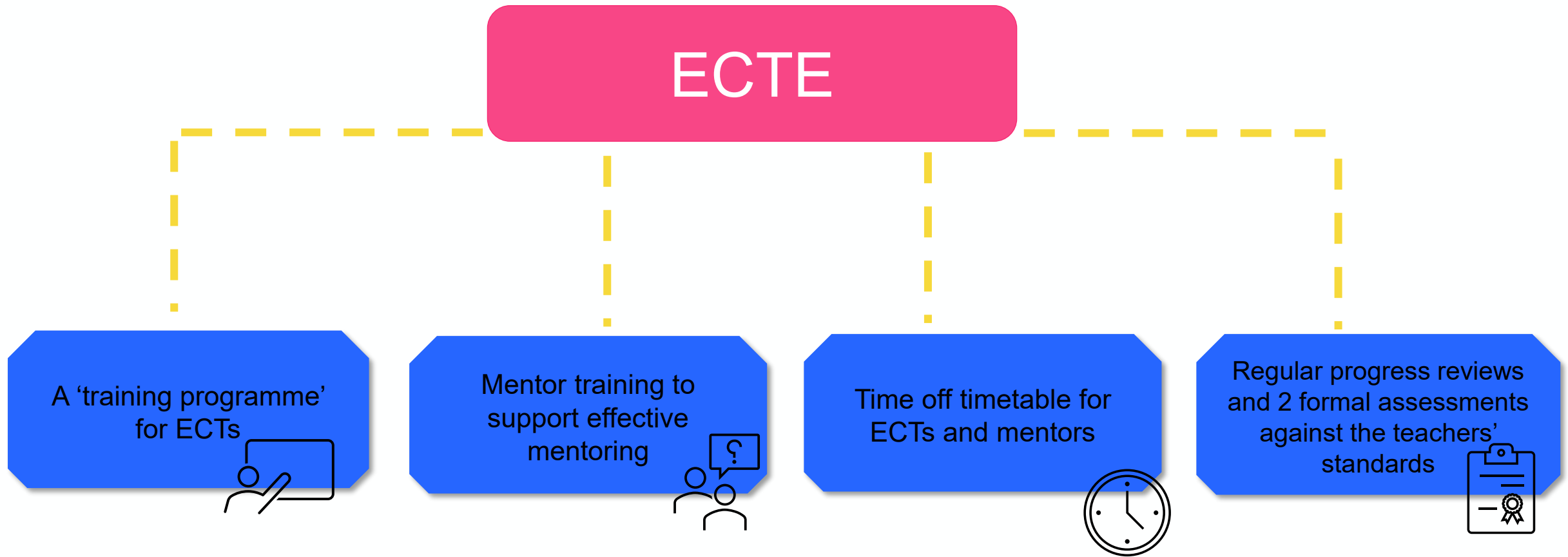
The ECTE: 2025 Changes



Additional framework statements:

- SEND
- Oracy and developing oral language
- Early cognitive development

The Early Career Teacher Entitlement (ECTE) ^T



'Early Career Training Programme' - ECTP

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- 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

ECTE Aims



The Teach First Early Career Training Programme (ECTP)

To support ECTs to become highly effective teachers, who are motivated to stay in the profession, as this is essential to achieving the best outcomes for all pupils, particularly those from disadvantaged backgrounds.

SEND and adaptive teaching woven throughout

Exemplification across phases

Approaches with good evidence for pupils from disadvantaged backgrounds

Subject-specificity in Year 2

Instructional coaching and deliberate practice

ECTP: ECT Year 1 programme overview

Lead and coordinate the delivery of the ECTE in your school



ECTP: ECT year 1 programme overview



ECT Welcome Conference

1

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

Tom Bennett

2

Module 2: How do pupils learn?



3

Module 3: What makes effective classroom practice?

Clare Stoneman

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?

Ed Vainker

Each module includes:



Diagnostic activity



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



Seminars x 2 1.5 hrs



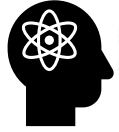
Mentor meetings x 6 1 hr

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

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

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mary

End of module quiz

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

Year 2 ECTs (started the programme in September 2024)



A reminder:

- They will complete their Year 2 programme which is based on the Early Career Framework
- There are no changes to their programme

Development cycles- one a half term

- Flexibility with the chronology of this- dependent on need
- Mentor needs to be supporting their ECT with their need diagnosis/highest leverage areas of practice that they wish to develop
- ECT2 are expected to engage with their subject/phase specific seminars also

ECTP - Mentor training overview



Half-term

1

2

3

4

5

6

Face-to-face
(in-person)

'Welcome to
the ECTE'
**Conference
day** (6 hrs)

Seminar:
Moving from
novice to expert
(1.5 hrs)

Seminar: Expert
Instructional
Coaching &
Deliberate
Practice (1.5 hrs)

Seminar:
Developing
inclusive practice
(1.5 hrs)

Seminar:
Balancing
support and
challenge
(1.5 hrs)

Seminar:
Developing
resilience
(1.5 hrs)

Online or
in-person

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

Increased seminar focus on:
Collaboration and networking
Deconstructing ECT practice
Setting high leverage, precise action steps

Self-directed study: Weekly overview videos
(Max 1 hour per half-term)

**Your ECT's learning
this week**

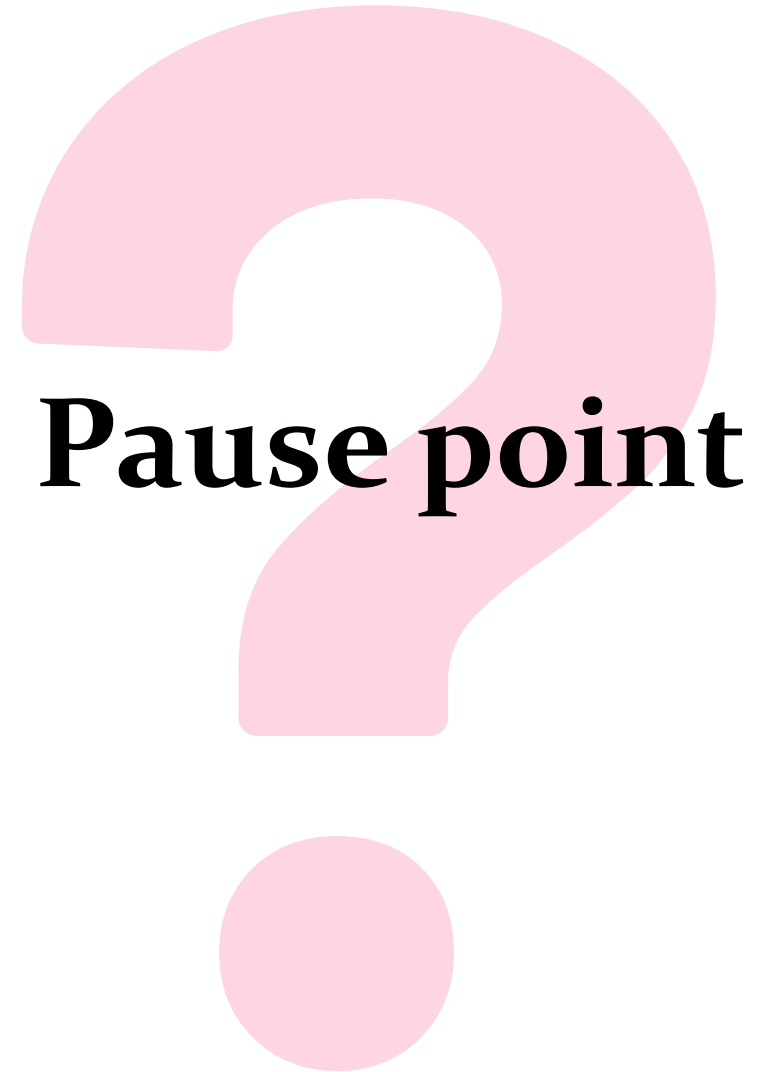
**Preparing for the
mentor interaction**

Your Year 2 Mentors



A reminder:

- They will complete their Year 2 programme which is based on the Early Career Framework
- No changes to their programme
- Bright space- engage with the overview videos for each development cycle so they are aware of their ECT's half termly programme focus
- Flexibility with the chronology of this- dependent on need
- Mentor needs to be supporting their ECT with their need diagnosis/highest leverage areas of practice that they wish to develop
- Year 2 mentors are expected to engage with their seminars



Mentor selection and support

Lead and coordinate the delivery of the ECTE in your school



What makes an effective mentor?



Strong subject
knowledge



Evidence of
impactful
teaching
practice

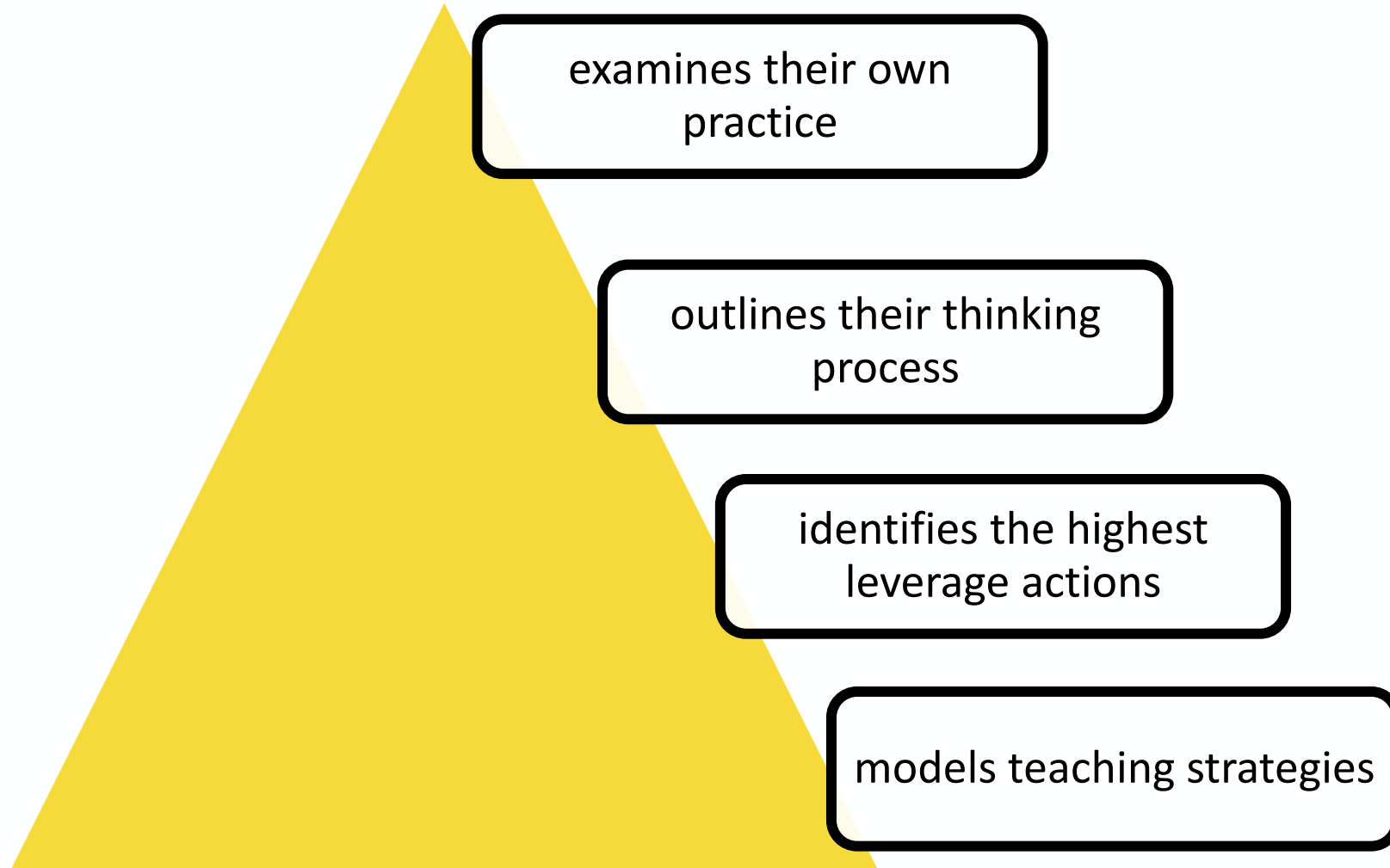


Strong intra-
and inter-
personal skills



Current
knowledge of
appropriate
and effective
professional
development

Supporting the novice teacher



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



Funded by
Department
for Education

Early Career
Training Programme

MENTORING A YEAR ONE EARLY CAREER TEACHER
MENTOR HANDBOOK 2025

Teach First

WEEK 2

DATE:

EFFECTIVE ENTRY AND SETTLING ROUTINES
SUGGESTED STIMULUS: 10-MIN DROP-IN OBSERVATION

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 of 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 [🔗](#)



Pause point

ECTE: Engagement and reporting

Lead and coordinate the delivery of the ECTE in your school



Engagement reporting

- Monitoring ECT engagement
- Checking reports and data
- Following up on concerns
- Supporting ECTs and mentors to re-engage
- (ECTs who do not engage with the programme for two consecutive milestones are withdrawn from the programme)



ECTP ECT engagement

ECT engagement = 75% across Year 1 and 2

Programme component	Engagement indicator
ECT Welcome Conference	Engagement tracked through event attendance registers.
Seminars	Engagement tracked through event attendance registers
Self-directed study materials	Engagement tracked through completion of ECT diagnostic and knowledge checks at end of weekly sessions.

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

ECTP mentor engagement

Mentor engagement = 75% across the 1 year

Programme component	Engagement indicator
Mentor Welcome Conference	Engagement tracked through event attendance registers.
Seminars	Engagement tracked through event attendance registers.
Self-directed study materials	Engagement tracked through completion of mentor diagnostic (10 mins per module) and engaging with weekly overview videos within the self-directed study. (1 hour per module)

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

Mentor profiles



Profiles	Description	Engagement
New ECTE mentor	No previous mentor training	Funded. Engage with all aspects of the mentor training offer (75% engagement minimum).
Trained ECF mentor	Completed the 2-year mentor training offer on the ECF	No further funding. Ensure they have the appropriate resources (e.g. handbooks/ catch-up recording) to support ECT.
ECTE mentor with some prior mentor training from being an ITT mentor (either with Teach First or another ITT provider)	Potentially can reduce their mentor training requirements (in-year seminar and self-directed study elements only) based on a needs analysis *	These mentors will need to complete a minimum of 75% of their hours based on the results of a needs analysis.

Mentors will log into Bright space to complete this 'Training Needs analysis'

N.B From Sept 2025, mentors can continue and complete their programme if their ECT leaves their post

Please see your Induction Lead guide (on our website for this information (pages 17-19))

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





Pause point

Reviewing and assessing progress

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

Distinction between your two 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.

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*)

5th December 2025 (Term 1 or 3)

13th March 2026 (Term 2 or 4)

30th June 2026 (Term 3 or 6)

The first Appropriate Body Webinar which includes support on how to complete your December '25 Progress Review will be on

24th November 10-11am (online)





Appropriate Body Service

- 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 <ul style="list-style-type: none">• 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

Visit [gov.uk](https://www.gov.uk) for Induction for ECTs- updated April 2025

Setting up and managing training for your ECTs and Mentors

- Please go to Set up and manage the early career teacher entitlement - GOV.UK to understand more about registering your ECTs and mentors.
- Please ensure that you link your ECTs to their mentor on the service at the point of registering them





Setting Up the ECTP for success in your school



What does Implementation look like?

ECT1

Weekly Brightspace learning

Weekly mentor interaction
(instructional coaching)

Module seminars

ECM1

Weekly Brightspace overviews and stimulus

Weekly mentor interaction
(instructional coaching)

Module seminars

Induction Tutor

Monitor Brightspace engagement and seminar attendance

Understand the quality of the mentor support

Track & Report progress of ECT – Teacher Stds

Quality Assuring the mentor provision.

Considering how the programme can align with whole school PD



ECF Lead Role in monitoring engagement

Self-study

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

Seminar attendance

Delivery Partners will be collecting attendance information for seminars and *will explain how they will share this with you.*

Weekly mentoring interactions

Monitoring activity in school



Surveys

Teach First will survey ECTs twice a year (midpoint and endpoint) and mentors and ECF Leads once a year. 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.



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

Share successes

State the moral purpose of the role to mentors collectively

Brightspace – Mentor Training

Check-In and Listen

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 our 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 ECF training 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.)

ECT Lesson Observation 1

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

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

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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:

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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



How Northamptonshire Teaching School Hub can support ECTE Leads

Northamptonshire
Teaching School Hub

led by Brooke Weston Trust

Who we are //

ECFLeadDirectors@northantstshub.org
[@ECFLeadNetwork](https://twitter.com/ECFLeadNetwork)

We are a group of **ECTE Leads** leading a **Teach First network** to drive the understanding, knowledge and share best practice around the ECTE in Northamptonshire.



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 ECF/ECTE Leads

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)

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



Useful documents

For reporting/AB

NTSH AB Handbook

Lesson observation Proformas

ECT Self Assessment checklist
(against Teacher Standards)

ECT TS Evidence Form

Example Progress Reviews

All on our website





Pause point

Checklist



- Ensure your ECTs are registered on DfE
- Ask your ECT to share their ITT action plan- if you haven't seen it already
- Check that your ECTs and Mentors are booked to attend their welcome conferences
- Read the ECTP Induction Tutor Programme Guide to understand how to embed the programme within your school
- Seminar dates will be shared with your ECTs and Mentors- ask them to share them and allow release time to attend these.
- ECTs/ mentors should inform us if they are unable to attend a session, using the email address above, and we will support them to catch up.
- Check in regularly with your ECT and mentor to discuss progress, and track their engagement
- Please notify us of a Change of Mentor/ ECT circumstance by contacting us at the Hub- (at any point of the year).

**Northamptonshire
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Thank you!

Any questions?

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Optional slides