

ECTP Handbook for Early Career Teachers

2025/26



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Foreword

Welcome to the Education Development Trust's Early Career Training Programme!

The Early Career Training Programme (ECTP) forms the central part of the government-funded early career teacher entitlement. Through this entitlement, you will receive a funded package of professional development that lasts for the two years of your induction period (or longer, if you are teaching on a part-time basis).

All teachers need high-quality, evidence-led professional learning, but teachers who are just starting out have a particular right to help that improves your practice and supports your development. That is why the government is investing in you at this critical stage in your career, giving you dedicated time and structured support to thrive in your chosen vocation.

Education Development Trust (edt) is a global charity headquartered in England. We exist to transform the life chances of children and young people by improving education around the world. We have a strong track record in leading national initiatives here in the UK and are known as an organisation dedicated to school-led delivery and collaborative school improvement: working with schools for schools. Edt is proud to be one of five organisations appointed by the Department for Education to deliver the Early Career Teacher Entitlement to ECTs across England.

On the Early Career Training Programme, we are partnering with Teaching School Hubs, multi-academy trusts and other school-groups across the country as our Delivery Partners. This means that the training you receive has been designed centrally by a broad group of professionals from across the education sector and will be quality assured nationally. However, it will be delivered by expert local practitioners, who you will get to know, and who understand the unique needs of the school where you will start your career.



Outside of your school, your Delivery Partner will be your main point of contact throughout the programme, and will work with you, your mentor and your school to help support you throughout your time as an early career teacher

The first years of teaching are both a time of challenge and also when you will experience the greatest growth as a professional. This programme has been designed to meet your full learning and development needs as an early career teacher and to build up a network of experienced support around you. It will also enable you to meet and learn from your peers, who will be just as keen as you are to share ideas and successes and overcome obstacles together.

You will start your journey with a short induction course on your online learning platform which will cover:

- What will you get from this programme
- What will you be doing
- What can you expect from your mentor
- Helping you manage your wellbeing
- Who is your point of contact
- Safeguarding at Education Development Trust

We will be with you every step of the way and hope you are looking forward to this journey as much as we are.

Fiona Rutherford

**Programme Director – Teacher Development Programmes
Education Development Trust**



Education Development Trust: Our vision

We are an international not-for-profit organisation with the mission to transform lives around the world by improving education. We believe that by partnering with carefully selected sector experts, and by supporting teachers, practitioners and leaders to develop at whatever stage they have reached in their careers, together we can deliver transformational change that has the highest impact on learners worldwide.

- We invest annually in a major programme of research on what works in education, focusing on what works where, when, how and why.
- We build our ambitious programmes on the evidence of what delivers the most impact for educators and leaders, informed by the expertise of our strategic partners from across the UK and international education sectors.
- We share these evidence-informed insights to support our participants' journeys from their first years in teaching or early years provision, building on ITT and developing skills for post ITTECF career development and progression.

Our high-quality programmes are built on research-informed core principles and designed around the needs of educators to respond to the challenges of their context. In this way we can be confident that our at-scale programmes, our targeted research and our dynamic partnerships deliver the best of curricula and content, drive sustainable school and setting improvements, and raise outcomes for all learners.

From September 2025, building on the support available to early career teachers, the DfE introduced the early career teacher entitlement (ECTE). The ECTE will revise and improve the delivery of what was formerly referred to as the ECF programme, maintaining the grounding in evidence, to ensure the highest standards of professional development for new teachers. We are



proud to be a trusted provider of the ECF programme being replaced by the ECTE as a result introduction of the ITTECF and are delighted to share our ECF programme the 'Early Career Professional Development Programme' was judged by Ofsted as Outstanding. Please see excerpts from the report below and a link to the full Ofsted inspection report [**here**](#):

- Ofsted reported how early career teachers (ECTs) are “expertly supported and empowered to make a positive difference to the lives of pupils through edt’s programme”, helping us to build the confidence of both teachers and their pupils. One ECT shared that “everyone does everything they can to support us becoming better teachers.”
- Continually deepening and building knowledge is a key observation in the report. Edt supports ECTs to “actively build on their prior learning”, using a “deep understanding of relevant research to inform their teaching”. At edt, we strongly believe in the use of the best available research evidence to improve education and skills outcomes.
- Ofsted also praised the high quality of our mentoring and leadership. Edt mentors are described as “the beating heart” of the programme, while “leaders’ commitment to quality assurance and improvement is a shining strength”.
- Our vision is to support and empower teachers, practitioners and leaders to embed relevant, contextualised and evidence-informed change in their settings and have the highest impact on improving pupil outcomes.

What you will get from the Early Career Training Programme (ECTP):

There is a lot to learn at the start of any career. And especially at the start of the best career there is! This two-year programme of support is designed to ensure you can focus on the things that will make the most difference in the classroom and on your professional practice.



Our evidence-led programme has been created with inputs from:

- our many school-based partners
- Professor Jan Dubiel – early years expert
- the National Literacy Trust – literacy, oracy and English as an Additional Language experts
- Equals – Special Educational Needs and Disabilities professionals

The programme has been designed around what *really* works and how people really learn, making sure you will learn skills you can use straight away and flourish in your chosen career.

You will experience engaging and fully accessible online learning, alongside face-to-face and virtual training delivered by school-based experts. The programme schedule has been carefully constructed to be compatible with the realities of a busy teaching timetable and school commitments in mind.

This programme will enable you to:

- move from foundational understanding of the concepts and techniques in the ITTECF – met first in your initial teacher training – through to mastery of this knowledge
- explore the evidence behind education research and consider the implications for your classroom
- develop your teaching through practical ideas and exemplifications of the research in practice, with examples spanning all phases, subject areas and specialist contexts
- continually reflect on your development, identifying areas of strength and areas for improvement, supported 1:1 by a trained in-school mentor
- engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers



Working in partnership

We collaborate with trusted partners to deliver the Early Career Training Programme (ECTP) as we know that only by working together **with** schools and settings, **for** schools and settings, can we create genuinely transformative professional development pathways.

We operate as Lead Provider with a network of local Delivery Partners from across the country. Our Delivery Partners are Teaching School Hubs, multi-academy trusts and other school-groups across the country that share our values and have a track record of delivering high-quality professional development in their local area or nationally in their specialism.




On our Early Career Professional Development Programme Ofsted acknowledges how our delivery partners readily work alongside edt to continually improve the impact in classroom practices.



Your learning journey

What will you be doing?

Here is an overview of your ECT schedule. Please note that your Delivery Partner will ensure you are aware of the training sessions you are due to attend.

ECT		Year 1			Year 2			Total hours
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
	ECT training sessions	6 hours	6 hours	6 hours	4 hours	4 hours	4 hours	30 hours
	Self-directed study	10 hours	10 hours	10 hours	4 hours	4 hours	4 hours	42 hours
	Mentor meetings	12 hours (Weekly mentoring)	12 hours	12 hours	6 hours (Fortnightly mentoring)	6 hours	6 hours	54 hours

Over the course of the Early Career Training Programme, you will work through 6 modules in total, 3 in your first year, 3 in your second. These modules comprise a blend of face-to-face training (year 1), virtual or face-to-face training (year 2), self-study, and weekly (year 1) and fortnightly (year 2) 1:1 sessions with your mentor.

ECTs working part-time

You will have the choice of the two training options detailed below. We recommend the two-year option for ECTs FTE 0.8 or above and advise discussing with your mentor or Induction Tutor which would be the most appropriate option for your personal circumstances.



Option 1: complete the programme fully in two years (6 terms). Suitable for FTE 0.8 or above:

Proportionately, this would involve a marginally greater workload, but you may prefer not to have the course duration extended.

Option 2: Complete the programme over three years (9 terms), with the following adjustments:

Attend training sessions each term over the first two-years in line with the standard two-year programme model. This will allow you to attend training sessions with your peers and benefit from that network experience. You will work through the self-directed study materials over three years which will allow you to work at a steady pace.

Self-directed study time is reduced over the first two years to support event attendance and workload.

Meet with your mentor fortnightly rather than weekly.

Further information on non-standard induction can be found in this document [here](#)

Training sessions

You will meet with your peers and be led by expert local facilitators, who understand your area and its needs. The sessions will cover all modules each term, they will mainly be face-to-face and will be a blend of:

- Deliberate Practice activities
- Evidence deep-dives
- Application-in-context group tasks
- (Inter)national expert video inputs
- Peer support and networking



Year 1 training overview

Year 1 training will complement your self-study by spiralling through each of the year's three modules each term.

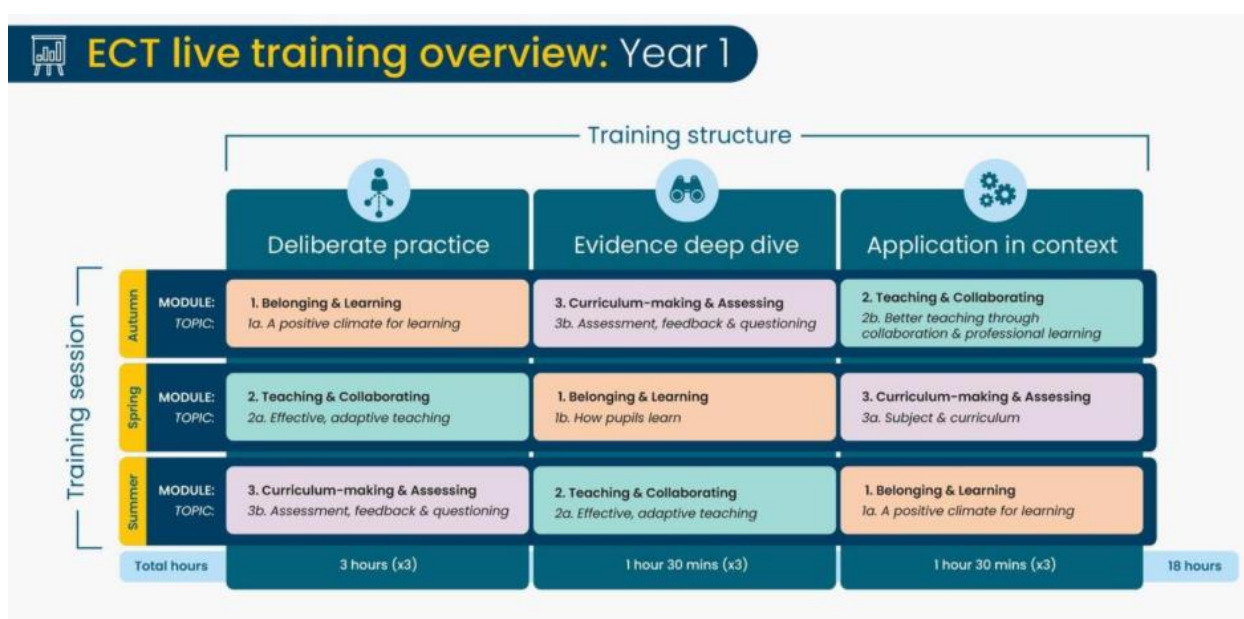
- In year 1 all training sessions will follow the same format but will focus on different aspects of the ITTECF. The training sessions in year 1 will be face-to-face.
- The training is designed to take you through the ITTECF evidence base and support and extend your self-study and learning.
- The year 1 training has been designed so that it covers relevant aspects of each of the three ECTP year 1 modules. There are three distinct parts in each training session, each focusing specifically on one of the three year 1 modules.

Part 1 Training Session (3 hours)	Part 2 Training Session (1.5 hours)	Part 3 Training Session (1.5 hours)
Focuses on deliberate practice and supports ECTs by delivering three activities that provide structured opportunities to develop their teaching and planning skills and translate theory into classroom practice. There are guided opportunities for ECTs to experiment in a low-stakes way with pedagogical concepts, techniques and classroom scenarios.	Focuses on evidence deep-dives , giving ECTs the ability to deepen their understanding of the ITTECF evidence base	Focuses on application in context , supporting ECTs to further network and explore the application of elements of the ITTECF evidence base, through three focused structured, active tasks that enable collaboration, analysis, deep thinking and sharing of practice to enhance application in context



- Each training session also provides purposeful time for action planning and reflection.
- **Please ensure when you attend a training session you complete the session evaluation using the same email address you use to log onto the online learning platform to ensure your feedback is recorded.**

Below you can see the structure and the content covered in each year 1 training session:

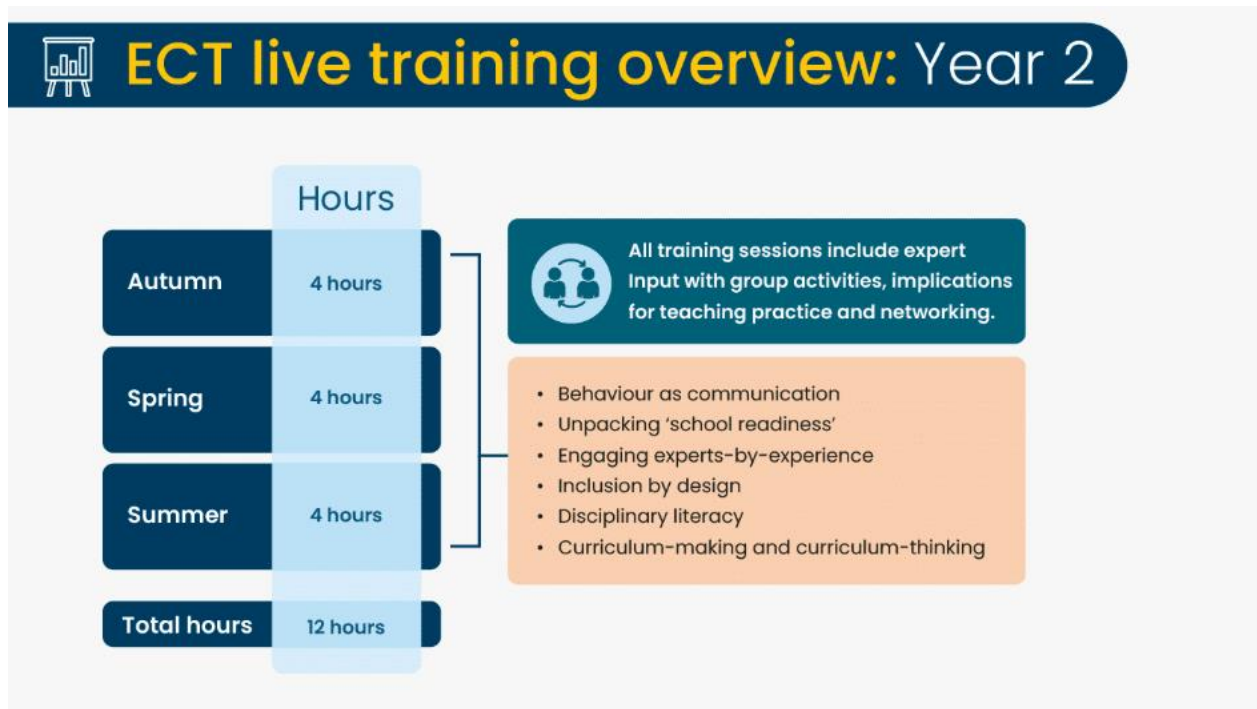


Year 2 training overview

Your year 2 training will enable you to further explore ITTECF-based topics through 'expert' inputs and group activities. Each session lasts for four hours. These sessions will include input from nationally/internationally recognised experts and will include a series of related activities, opportunities for discussing the key ideas and their implications in practice, as well as an opportunity for you to network with peers.



Below you can see the structure and the content covered in each year 2 training session:



Self-study and how will the programme materials work for you?

Your self-study resources are a series of engaging, interactive learning, in which you will explore the research behind the ITTECF and gain a window into examples from a wide range of contexts.

You will access your self-study on a purpose-built platform, which you can access on any device. The interactive materials are intuitive to navigate and fully accessible. We are explicit and upfront about the time commitment required in every bit of self-study. You can complete the learning activities at any time and in bite-sized chunks, just picking up automatically from where you left off.



2b.1 Working in partnership with expert colleagues Consolidate

30% COMPLETE

BLOCK TYPES

- 2b.1 Working in partnership with expert colleagues
- Activity 1: Why this, why now? (5 mins)
- Activity 2: What does the evidence say? (30 mins)
- Activity 3: What might this look like in your classroom? (20 mins)
- Activity 4: Have you understood? (5 mins)

Welcome to 2b.1 in Module 2.

This is the first section in topic 2, which centres around Better teaching through collaboration and professional learning. As always, this section should take you around an hour to complete. There's no need to complete it in one go – you can easily pick up again where you left off. You will work through to answer these questions:

- Activity 1: Why this, why now? (5 mins)
- Activity 2: What does the evidence say? (30 mins)
- Activity 3: What might this look like in your classroom? (20 mins)
- Activity 4: Have you understood? (5 mins)

Click below to see the intended learning outcomes for your study of this section, which are all statements taken from the Initial Teacher Training and Early Career Framework (ITTECF)

Learn that: +

Learn how to: +

Self-study in Year 1

Year 1: Every term you will start a new module, and each module has 2 topics (topic a and topic b) – one per half term. There are 4 hour-long self-study sessions for each topic.

This first year focuses exclusively on content from the ITTECF, ensuring you have full coverage of the required knowledge and skills. For each topic, you and your mentor will decide whether it's best to do the Consolidate or the Extend Learning Path through those materials. When discussing your Learning Paths it's important to remember that:

- Both Learning Paths have full curriculum coverage and take the same time to complete.
- The Consolidate version focuses more on embedding core knowledge and skills.
- The Extend version looks to provide a little more challenge in more complex scenarios.



- Both versions are equally focused on putting what you are learning into practice and making an immediate difference to your teaching.
- You will select 2 Learning Paths for each module so your Learning Paths can be different for each topic in the module and be different each module.
- Your training sessions and mentor 1:1 meetings are designed to cater to your needs regardless of what Learning Path you may be following in your self-study.
- There are no preferred Learning Paths, these are simply your personalised journey through the self-study materials that ensures you benefit from the best suited support and challenge.

Deciding your Learning Path with your mentor

» Step 1

- At the start of each module, you will complete a **Knowledge Diagnostic** as part of your self-study.
 - This is a low stakes quiz of 30 questions, which covers the content of both topics in the module.
 - Remember, this is not a test, nor a formal assessment, it's a way for you and your mentor to discuss your understanding of the evidence base.
- Your mentor will also conduct a **Practical Diagnostic** at the start of each module, where they will 'drop-in' to one of your lessons as part of the Instructional Coaching cycle.
 - This is not a formal observation, this is just to enable your mentor to understand your practice, areas of strength and potential areas for development.
- The Practical Diagnostic 'drop-in' will be followed by a **'Learning Path Discuss' meeting** where you and your mentor will spend time reviewing the Practical Diagnostic and the results from your Knowledge Diagnostic.
 - To support your professional discussion please bring and share the results of your Knowledge Diagnostic Quiz to this meeting.
 - You and your mentor will explore your reflections and collaboratively choose the most appropriate



Learning Path for each of the two topics in the module.

» **Step 2**

- The Knowledge and Practical Diagnostic sequence is repeated for each module, each term in Year 1, to decide upon your Learning Paths for each topic.
- [Click here for Diagnostics & Learning Path Guidance](#)

Remember, the ITTECF is not an assessment framework – the selection of a Learning Path is rooted in your mentor’s professional judgement, your conversations, your context and the learning you need to further develop as a teacher.

Your week-by-week self-study

Your self-study is broken down into weeks so there will be an activity to complete each week.

Every module has optional ‘stretch content’ which you can access to further your learning. You and your mentor can discuss which elements you might benefit from accessing.

An example of what your self-study will look like for term 1, module 1 is detailed in your online induction course in the section ‘what will you be doing?’. The same pattern will be followed for the following two modules. We have based this on a 12 week term but we understand that some terms or half-terms may be longer or shorter so this is just a guide and there is some flexibility in the weeks you complete your self-study in the half-terms.

Your Year 1 modules

These are the modules you will study in Year 1:



Module	Topic	
Module 1	Belonging & Learning	
	Topic 1a	A positive climate for learning
	Topic 1b	How pupils learn
Module 2	Teaching & Collaborating	
	Topic 2a	Effective, adaptive teaching
	Topic 2b	Better teaching through collaboration & professional learning
Module 3	Curriculum-Making & Assessing	
	Topic 3a	Subject & curriculum knowledge
	Topic 3b	Assessment, feedback & questioning

Your Year 2 modules

The second year is designed to gradually move your attention to 'life beyond induction'. You will be growing in knowledge and confidence at this point and ready for a bit more flexibility and choice over what you focus on.

This is what you will study in Year 2:

Module	Topic
Module 4	Embedding & Deepening Learning Study that builds on the ITTECF but takes you deeper into recent evidence.
Module 5	Improving Practice through Teacher-Led Enquiry A chance to explore an enquiry question of your own choosing, which you will do a small piece of research focused on your classroom practice and share your findings. You and your mentor will decide how you share your findings, what this will look like and who the audience is. For example, it could be a presentation to your peers or it might be a written report which you share with your mentor or more widely in school.



Module 6	<p>Focusing on Professional Development</p> <p>A choice of two mini-modules to complete from a whole range of different topics, all designed to introduce you to more specialised areas that will support the next steps in your career.</p>
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What is the online learning platform for?

The online learning platform will enable your journey through the programme and will act as the central place for self-study learning activities, training session booking management, and engagement tracking for participants and stakeholders.

The resources and functionalities sit within five zones: Home, Find Courses, Events Calendar, Explore Resource Library, and Help & Support, allowing you to:

Home	<ul style="list-style-type: none">• Access your own, personalised upcoming training session calendar• Jump into the topic you're working on• See how much of the current topic you've completed• Access the most recent training session recordings
Find Courses	<ul style="list-style-type: none">• Find all the self-study materials, as they go live on the platform
Events Calendar	<ul style="list-style-type: none">• See which training sessions are available to you• Book onto selected training sessions, choosing the date/time best suited to you
Explore Resource Library	<ul style="list-style-type: none">• Discover a range of additional resources e.g. handbook and wellbeing information
Help & Support	<ul style="list-style-type: none">• Access user guides, video demos and technical tips to support the use of the platform.



Logging in for the first time?

To log into the online learning platform for the first time, you will need to locate your email invitation which will be sent to you when you start the programme. Following the instructions within this email, you will be directed to the platform to set your password and login. Should you require any technical support with the online learning platform, please email ecf@edt.org.

Please ensure that your school IT department has white-listed (made safe) emails from ecf@edt.org, ecf@educationdevelopmenttrust.com and ecfnoreply@edt.org to ensure you receive your onboarding questionnaire, log-in details and other programme information. If you have not received your log-in email invitation, please contact your induction tutor as soon as possible.



Mentoring support

What you can expect from your mentor?

The relationship between you and your mentor is at the heart of the Early Career Training Programme – it is what will drive the greatest improvements in your knowledge, skills and confidence. The programme will support you to develop a constructive professional relationship with your mentor, who will provide support and challenge and be your guide throughout these first two years in the profession.

We work with in-school mentors to develop their mentoring and coaching techniques, enabling them to strengthen essential skills so that the ECTs they work with get the very best from the programme.

Year 1 – Instructional coaching from your mentor

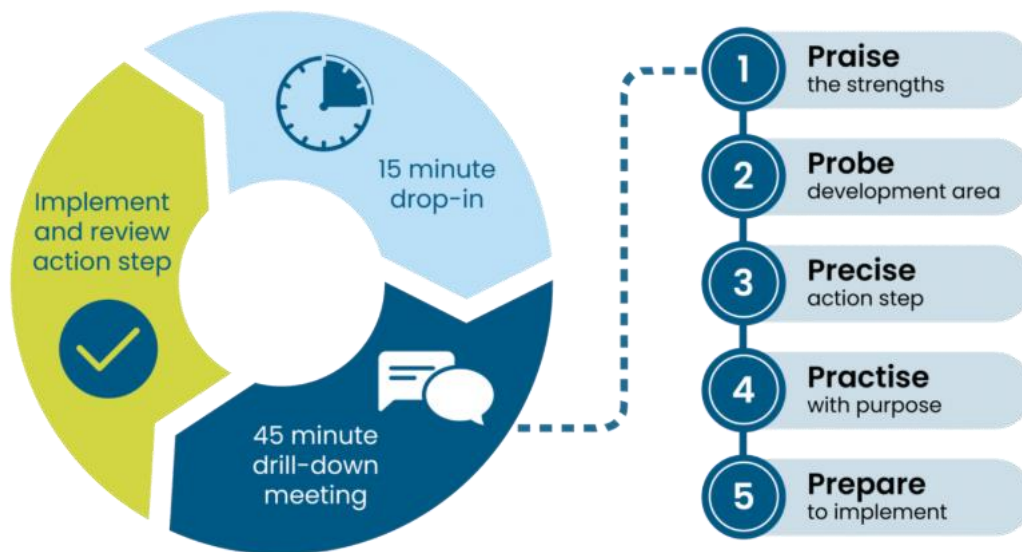
In Year 1, you will meet with your mentor weekly. The sessions will be based on an Instructional Coaching model. Instructional Coaching is a strongly evidenced model of support for teacher practice. In terms of impact on pupil outcomes, it has a stronger evidence base than any other form of CPD (Sims, 2019). Your mentor will use this Instructional Coaching model as part of your mentoring support.

Instructional Coaching involves an expert teacher or practitioner working individually with you to support your learning at the start of your career. Not to be confused with traditional coaching and open-ended questions, Instructional Coaching is a structured cycle which includes drop-ins to lessons, tailored feedback discussions with your mentor, opportunities to practise and implement action steps linked to your development. The cycle also includes opportunities to embed learning by discussing the evidence base and its application in your context. Crucially, Instructional Coaching involves revisiting specific skills, with bite-sized feedback each time. Your mentor won't just tell you *what* you need to improve but *how* to improve.



This is the model of Instructional Coaching you will follow.

ECTP Instructional Coaching



Year 2 – Supportive coaching from your mentor

In Year 2, you will meet with your mentor every fortnight. In these sessions, the focus will be on your mentor supporting you through your chosen study options and helping you work through challenges and opportunities as you navigate your second year in the classroom.

What does your Year 1 weekly mentoring look like in practice?

Your mentoring sessions will follow the pattern in the model below. This is a suggested best fit approach for mentor weekly meetings in Year 1. There are of course opportunities for your mentor to carry out more drop-ins or conduct more discuss meetings if required and this can be agreed with your mentor.



Week	Mentoring Task	Timing	A reminder
1&2	Practical Diagnostic drop-in	30 minutes	The Practical Diagnostic is when your mentor will drop-in to one of your lessons to explore your teaching strengths and areas of development based on the current module you are working on. It is not a formal observation but an opportunity for your mentor to focus on your teaching through the lens of the current module.
	Learning Path Discuss meeting	30 minutes	In this meeting you and your mentor will decide the most appropriate Learning Path for the two topics in the current module. You and your mentor will decide the Learning Path by considering the findings from the Knowledge Diagnostic (a quiz on the module content), the Practical Diagnostic and through discussion. The Learning Path is your journey through the self-study materials for each of the two topics of the module.
	Drill-down meeting: Practical Diagnostic Action Step	60 minutes	In this meeting you and your mentor will discuss reflections from the Practical Diagnostic and set an Action Step for you to work on based on the drop-in.
3	Discuss meeting 1	60 minutes	This meeting is for you and your mentor to discuss your self-study materials. You and your mentor decide which session in the current topic you may need support with or want to explore further.
4	Discuss meeting 2	60 minutes	
5	Drop-in 1	15 minutes	This is when your mentor will drop-in to your lesson for no longer than 15 minutes. This is



			an opportunity to see how the last Action Step has been implemented in the classroom and for your mentor to identify your teaching strengths and areas of development.
	Drill-down meeting 1 with Action Step	45 minutes	The drill-down meeting enables your mentor to discuss the drop-in with you, this is the drop-in feedback meeting. You and your mentor will discuss your teaching strengths, areas of development and review your current Action Step. Your mentor will also set a new Action Step or agree to continue your current Action Step.
6	Discuss meeting 3	60 minutes	This meeting is for you and your mentor to discuss your self-study materials. You and your mentor decide which session in the current topic you may need support with or want to explore further.
7	Discuss meeting 4	60 minutes	
8	Drop-in 2	15 minutes	This is when your mentor will drop-in to your lesson for no longer than 15 minutes. This is an opportunity to see how the last Action Step has been implemented in the classroom and for your mentor to identify your teaching strengths and areas of development.
	Drill-down meeting 2 with Action Step	45 minutes	The drill-down meeting enables your mentor to discuss the drop-in with you, this is the drop-in feedback meeting. You and your mentor will discuss your teaching strengths, areas of development and review your current Action Step. Your mentor will also set a new Action Step or agree to continue your current Action Step.



9	Discuss meeting 5	60 minutes	This meeting is for you and your mentor to discuss your self-study materials. You and your mentor decide which session in the current topic you may need support with or want to explore further.
10	Discuss meeting 6	60 minutes	
11	Mentor choice based on ECT need	60 minutes	This is space in the term for you and your mentor to agree the best use of this meeting time. You may ask your mentor to complete an additional drop-in and drill-down meeting. You may find it more useful to undertake another discuss meeting to explore your self-study materials.
12	Reflect and look forward	60 minutes	This is this time for you and your mentor to reflect on the current module with you, your progress and areas of strengths. You will look forward to the next module by exploring what will be covered and what you will be learning.



Helping you manage your wellbeing

Looking after yourself in your first years in the profession is vital. Throughout the self-study and training, we offer suggestions (drawn from the ITTECF) of how workload can be reduced and wellbeing enhanced. The self-study materials are designed to take into consideration your busy professional and personal lives, and so can be accessed online at any time to support flexible learning and professional development.

The DfE upholds that the most effective actions to reduce workload are those that encourage better teaching. Each module is designed to support you in improving your practice through:

1. Focusing on the priorities.
2. Ensuring these are supported by evidence.
3. Making the best use of your time.

This programme will not add to your workload and will be delivered entirely within your timetable reduction.

- You will work with your mentor who will support you on an individual basis.
- You will develop strategies to support you in establishing a sustainable and manageable work-life balance.
- You will learn strategies to support you in taking control of your own workload.

On the online learning platform under [Explore Resource Library](#) you will find a webpage signposting you to a range of professional sources of mental health and wellbeing advice.

If you have any concerns about your timetable reduction or workload, you should discuss these with your mentor or induction tutor.





Who is your first point of contact?

Throughout your induction, you will have the support of an induction tutor. This will be a colleague known to you, most likely working within your school. The induction tutor will be able to ensure that you are allocated time to engage in the programme.

Your point of contact for any programme queries is your mentor or induction tutor.

Special Education Needs Support for Participants

- Edt are dedicated to creating an inclusive and accessible online learning environment for all our users. We understand the importance of accessibility and continuously work towards meeting the Web Content Accessibility Guidelines (WCAG) 2.2AA to ensure our content is perceivable, operable, understandable, and robust for all users. This ensures all users including those using screen readers and other assistive devices can access course content.
- Annual accessibility audits are conducted to identify and address any barriers and inform further improvements to provide a good user experience, especially for people with disabilities.
- Ongoing training to digital learning staff on accessibility best practices ensures our team is equipped to create accessible content and features.
- Please see the latest Accessibility Statement on the online learning platform for more information relating to WCAG compliance.

We advise participants to discuss their needs with their mentor or induction tutor, if further support is required to access training sessions and/ or online learning content you may also contact your Delivery Partner to discuss your needs.



Safeguarding at Education Development Trust

We wanted to share how seriously we take safeguarding and ensure that everyone we come into contact with knows about the levels of protection and care we put into place. Everyone is responsible for safeguarding, irrespective of their level of contact with programme participants, and must remain alert to issues. Everyone must report any concerns and disclosures swiftly to the Designated Safeguarding Lead (DSL) so that the right action can be taken, especially in the event of immediate risk of harm to pupils and vulnerable adults.

Safeguarding governance at edt

We have a safeguarding committee comprising members of the trustee board and executive team. This committee oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice. Safeguarding practice is embedded throughout the organisation's governance structure and safeguarding management procedures.

Your Delivery Partner has the following Safeguarding Responsibilities

Your Delivery Partner also has Safeguarding Responsibilities to ensure that you are equipped to uphold your professional responsibility to safeguard children and young people and are safeguarded yourself. This includes, but is not limited to:

- Adhering to statutory guidance on safeguarding children in education (e.g., Keeping Children Safe in Education in England).
- Ensuring all facilitators and programme leaders are aware of their safeguarding duties and receive appropriate safeguarding training, and operate in a safe and respectful environment, whether in-person or online.



- Reporting any safeguarding concerns about children and young people in accordance with edt, school and local authority procedures.
- Implementing policies and procedures to address concerns regarding participants' welfare, such as bullying, harassment, or mental health concerns.
- Offering appropriate support and signposting to additional services if required.

Safeguarding allegations and concerns about a programme participant (including concerns during a Delivery Partner or Education Development Trust-led session)

If you have a **concern about another programme participant**, for either of the following reasons:

1. **Their ability to keep children safe** through the course of their work,
2. Their own safety and/or wellbeing

Then please follow these steps:

- Make a report to Marisa Sefton, edt's UKES Designated Safeguarding Lead (DSL) on email MSefton@edt.org (opens in a new tab) or phone **07468 474773**. The DSL will make a report to the relevant Delivery Partner and/or school's principal/headteacher/manager and receive further advice from edt's corporate Safeguarding team.
- In the event of an immediate risk of harm to the individual, you must deal with the situation as an emergency and call the police on 999.

All safeguarding concerns/allegations/self-disclosures will continue to be investigated to conclusion despite resignation or if the individual(s) ceases to provide their services; these actions will not prevent thorough follow-up and the outcome being reported to appropriate authorities, as required and appropriate to do so.



Safeguarding allegations and concerns about a Delivery Partner and their staff

If there is a safeguarding concern relating to a Delivery Partner and their staff, you should contact edt's UKES Designated Safeguarding Lead (DSL) on email MSefton@edt.org (opens in a new tab) or phone **07468 474773**. The DSL will submit a report in line with the Delivery Partner's escalation and reporting policy, to ensure that concerns are fully addressed and all relevant escalations to statutory authorities are completed.

However, if the concern involves the DSL, including edt's Corporate Safeguarding Officer or Head of Safeguarding, then a disclosure should be submitted to edt's whistleblowing email box at confidentialconcerns@educationdevelopmenttrust.com

Local child protection concerns – what should you do?

School child protection concerns and school staff safeguarding concerns should be managed in line with your school's reporting and referral procedures. If you have a child protection concern relating to a child in the school where you work, you must follow the school's safeguarding and child protection reporting procedures, which include reporting concerns to the school's DSL or headteacher if the safeguarding concern relates to a staff member.

In the event of an immediate risk of harm to a child, you must deal with the situation as an emergency and call the police on 999.

If you have reported a concern to the school's DSL and are of the genuine view that action has not been taken to protect a child from harm, you can contact edt's UKES Designated Safeguarding Lead (DSL) on email MSefton@edt.org (opens in a new tab) or phone **07468 474773**. The DSL will provide advice and support on the action(s) you can take next.



Get started, get inspired!

Your Delivery Partner will lead you through every step of the programme. So just keep an eye out for their emails, follow the simple instructions, and ask a question if anything is unclear.

Remember, this programme is here to support you! It is an entitlement, not a framework for assessment, so relax, make this your own, and make the most of it.

And don't forget, there's a whole world of support and inspiration out there:

- If you haven't already, check out your specialist association. There's an association for every teacher, whatever your subject, phase or specialism. [An introduction to a wide range of subject and phase associations](#) (opens in a new tab)
- SEND associations
- [Whole School SEND Home Page | Whole School SEND](#) (opens in a new tab)
- Special Educational Needs & Disabilities – [The Council for Subject Associations](#) (opens in a new tab)
- Did you know teachers have their own Professional Body, with a Royal Charter? Visit the [Chartered College of Teaching](#) – Chartered College of Teaching (opens in a new tab) and find a whole range of further support for their early career teaching community.
- Join our social media communities [here](#). (opens in a new tab)

Get involved, find a wealth of support, and be part of a dynamic teaching community!

Being an Early Career Teacher will be challenging, and you will make mistakes, and that is more than okay, it is necessary. That's what any learning involves.

"Remember your 'why', remember why you're there! Remember the joyous interactions, not the zombie walk on a Monday morning!"

Amjad Ali, ECPDP keynote speaker