Early Career Training Programme

EDT

by Education Development Trust

ECTP Handbook for Mentors

2025/26

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Foreword

We are delighted you have joined us to take part in the Early Career Training Programme (ECTP).

First, allow us to express our sincere thanks for taking on this role. It is one that is crucial to the development of Early Career Teachers (ECTs), and of great importance to your school and local community more widely. We are very aware that many mentors will have been performing a similar function for some years now and will bring a wealth of experience to this role. For others, it will be a new challenge!

Education Development Trust (edt) is one of five Lead Providers appointed by the Department for Education to deliver a package of support that forms the government-funded early career teaching entitlement. Through this entitlement, the government is investing in early career teachers at the most critical stage in their career, giving them the dedicated time and structured support to thrive in their chosen vocation. There is also a dedicated package

of development and support for you as a mentor whilst mentoring your ECT/s completing the programme.

Education Development Trust is an international charity which aims to transform children's life chances by improving education around the world. We have a strong track record in leading DfE-funded national initiatives and are known as an organisation dedicated to school-led delivery and collaborative school improvement, working *with* schools *for* schools.

For this programme, we are partnering with Teaching School Hubs, multi-academy trusts and other school-groups all across the country, as our Delivery Partners. This means that the training you and the ECTs 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 context in which you are working. Your Delivery Partner will be your main point of contact throughout the programme, and will work with you, your ECT and your school to help provide the support needed.

We believe the programme we have created will go a long way towards helping schools meet current challenges. We are looking to you to help us support all ECTs as they embark on this exciting (if daunting) new stage in their professional development. In turn, you will receive your own package of high-quality professional development, tailored to be sensitive and flexible to your workload, your expertise and your interests, and to contribute to your own career progression.

We 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.
- 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)?
Your role as mentor is foundational to this programme it is what will drive the greatest improvements in your ECT's knowledge, skills and confidence. You will provide support and challenge and be their chief guide through the first two years in the profession.

With the introduction of the ITTECF in September 2025, we have changed the curriculum and how it is delivered in certain aspects. The ECPDP (Early Career Professional Development Programme) has now become the ECTP (Early Career Training Programme). We will support you to become familiar with our ECTP (our ITTECF programme), to understand the training design, the self-

directed study and the requirements of you as a mentor to ensure effective support on the ECTP programme.

Since you are at the heart of the Early Career Teacher Entitlement, it is crucial that you benefit equally from professional development.

We will support you to build a constructive developmental relationship with your ECT, using the principles of Instructional Coaching and honing as well as harnessing your own experience and expertise.

You will receive a full package of training, which includes face-to-face and virtual training sessions, online resources and interactive tools to ensure you are fully supported to undertake the role. This will be as flexible as we can make it, to fit around your many in-school commitments and busy workload. You will also benefit from self-study which will allow you access to quick guides of the ITTECF evidence base underpinning this programme.

Understanding the offer for your ECT

There is a lot to learn at the start of any career. This two-year programme of support is designed to ensure ECTs can focus on the things that will make the most difference in the classroom and on their 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 your ECT will learn skills they can use straight away and flourish in their chosen career.

ECTs will experience engaging and fully accessible online learning, alongside face-to-face and virtual training sessions delivered by school-based experts. The programme schedule has been carefully constructed to be compatible with the realities of ECTs' timetables and capacity.

This programme will enable your ECT to:

- Move from foundational understanding of the concepts and techniques in the ITTECF – met first in their initial teacher training – through to mastery of this knowledge
- Explore the evidence behind education research and consider the implications for their classroom
- Develop their teaching through practical ideas and exemplifications of the research in practice, with examples spanning all phases, subject areas and specialist contexts

- Continually reflect on their development, identifying areas of strength and areas for improvement, supported by you as their dedicated guide
- Engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers

Here is an overview of the ECT schedule:

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	12 hours	12 hours	6 hours	6 hours	6 hours	54 hours
	(Weekly mentoring)			(Fortnightly mentoring)			

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

ECTs will also complete a programme induction on the online **learning** platform ahead of starting their learning. This will provide them with information about the programme, their role and learning, and how to navigate the online platform.

ECTs will meet with their peers and be led by expert local facilitators, who understand the area, its schools and their needs in termly training sessions. 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

As the training has changed for the new ECTP, it is crucial for you, as a mentor, to understand the structure, content and how the training sessions will be delivered to your ECT/s.

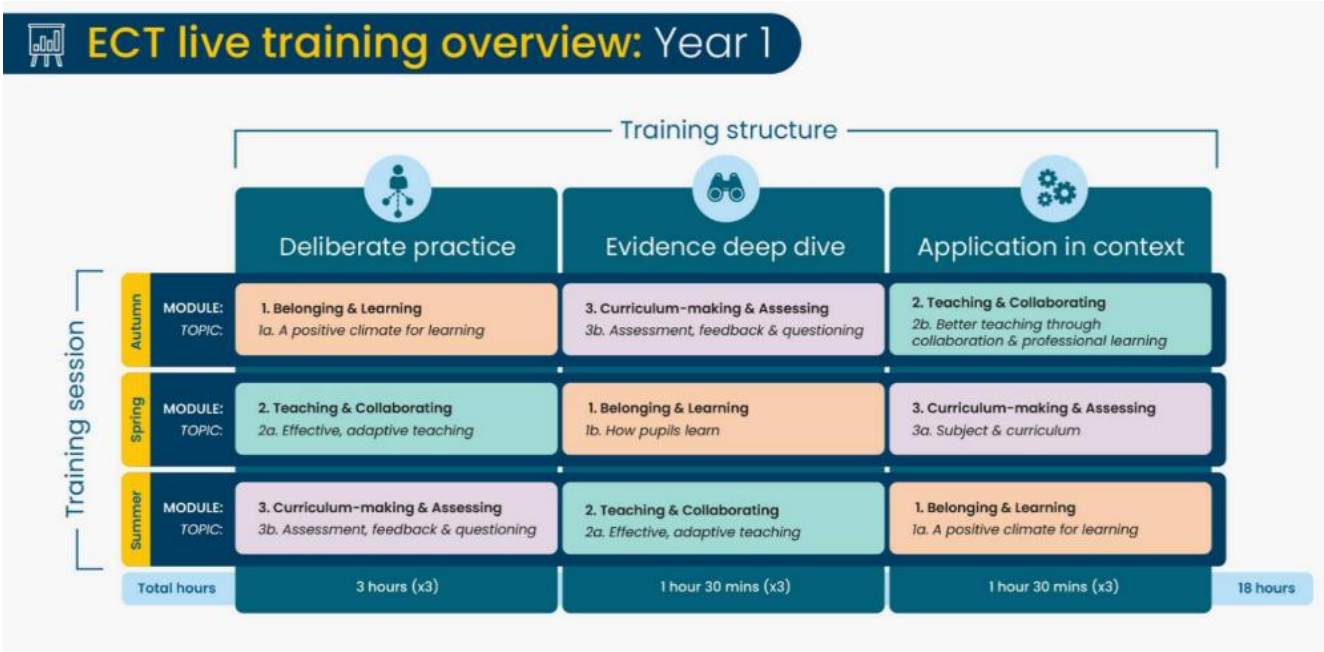
- Year 1 training will complement self-directed study by 'spiralling' through the three modules each term.
- In Year 1 all training sessions will follow the same format but focusing on different aspects of the ITTECF. The training sessions will be face-to-face.
- The training is structured to enable all ECT intakes to attend the same training events. You should note, as a mentor, that each intake (September, January, April) should complete their self-directed study in sequence from Module 1. The training is designed to spiral through the ITTECF evidence base and support and extend ECTs' self-directed study and learning.
- The Year 1 training has been designed so that it covers relevant aspects of each of the three ECTP modules. There are three distinct Parts in each training session, each focusing 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 d**eliberate practice** and supports ECTs by delivering three	Focuses on **evidence deep-dives**, giving ECTs the ability to deepen their	focuses on **application in context**, supporting ECTs to further network and

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.	understanding of the ITTECF evidence base	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.

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



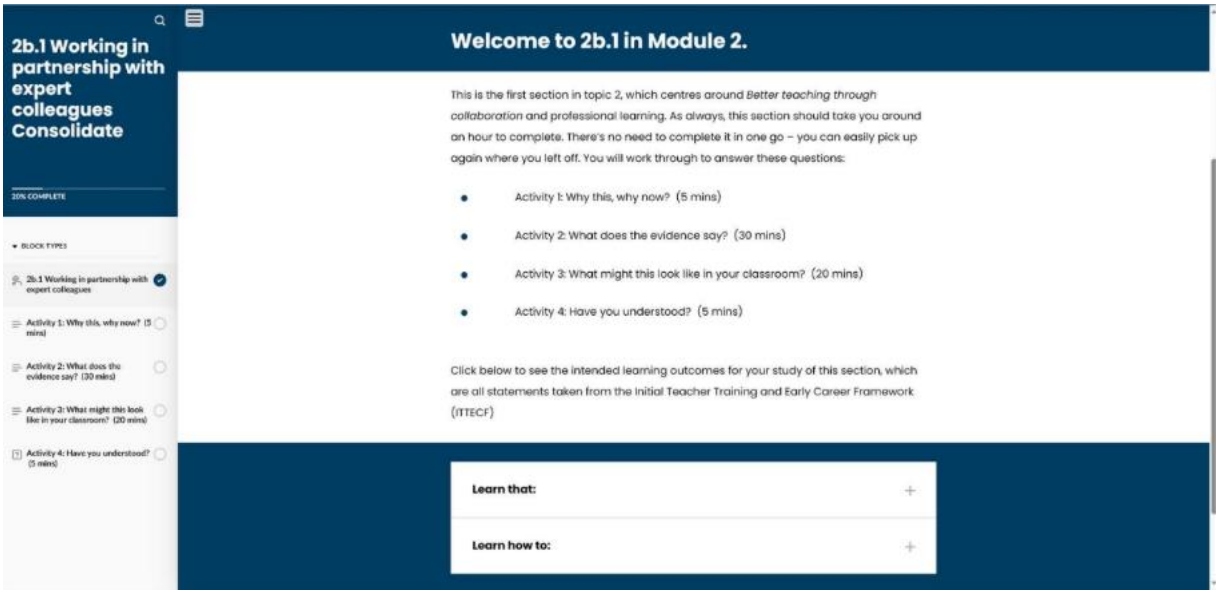
Year 2 training overview

Year 2 training will enable ECTs to further explore ITTECF-based topics through 'expert' inputs and group activities.

Delivery Partners will choose an expert input session to run for ECTs each term. Each session lasts for four hours. These 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 networking.

Self-study Overview

This section will give you an overview of what ECTs will be covering in their own self-study which will then feed into their overall learning, mentor and training sessions. In ECTs' self-study, they will explore the research behind the ITTECF and gain a window into examples from a wide range of contexts.



ECTs will find their self-study on the online platform, which they 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. Your ECT can complete their self-study in bite-sized chunks, just picking up automatically from where they left off.

Self-study in Year 1 and 2

Year 1: Every term your ECT will start a new module, and each module has 2 topics – one per half term. There are 4 hour-long self-study sessions for each topic, although they don't need to do the full hour in one go.

This first year focuses exclusively on content from the ITTECF, ensuring your ECT has full coverage of the required knowledge and skills. For each topic, you

and your ECT will decide whether it's best for the ECT to do the **Consolidate** or the **Extend** Learning Path through those materials. Both Learning Paths have full curriculum coverage and take the same amount of time to complete, with the **Consolidate** version focusing more on embedding core knowledge and skills and the **Extend** version looking to provide a little more challenge. Both versions are equally focused on putting what they are learning into practice and making an immediate difference to their teaching. Remember, the training sessions and mentor 1:1 meetings are designed to cater to the needs of ECTs despite what their Learning Path in their self-study may be.

These are the modules ECTs 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

Learning Paths

In order to decide the ECTs Learning Path (Year 1 only), at the start of each module your ECT will complete a knowledge diagnostic as part of their self-study. This is a low-stakes quiz of 30 questions which cover the content of both topics in the module. It is crucial to emphasise that this is not a test or a formal assessment. You will also conduct a practical diagnostic where you will 'drop-in' to one of your ECT's lessons as part of the Instructional Coaching cycle. This, again, is not a formal observation of your ECT.

The practical diagnostic 'drop-in' will be followed by a 'Learning Path discuss' meeting where you and your ECT will discuss the practical diagnostic and the results from the knowledge diagnostic.

To support your professional discussion please ask your ECT to bring and share the results of their Knowledge Diagnostic Quiz to this meeting.
You should review these findings with your ECT to collaboratively choose the most appropriate Learning Path for each of the two topics in the module.

This knowledge and practical diagnostic sequence will be led by you, as the mentor, and should be completed in the first two weeks of the term. It is repeated for each module, each term in Year 1 to decide upon the ECT's Learning Path for the module. There are no preferred Learning Paths, the ITTECF is not an assessment framework - the selection of a Learning Path is rooted in your professional judgement, your context and your understanding of your ECT's developmental needs. The Learning Path is simply your ECT's personalised journey through the self-directed study materials.

For more guidance on the practical and knowledge diagnostics and Learning Paths, click here(opens in a new tab).

Year 2: Every term an ECT will start a new module, this will include embedding and deepening knowledge, undertaking teacher-led enquiry and choosing from mini modules to support their interests and learning needs.

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

This is what ECTs 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	Focusing on Professional Development 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.

Mentoring

Your ECT will meet with you every week in Year 1 and every fortnight in Year 2 unless they have chosen to complete the programme over three years because they are working part time*. The next section will explain what your ECT can expect from you and how, together, you can make the most of this crucial element in the programme.

**** Please download the guidance on non-standard induction for more training schedule information if your ECT is not undertaking training over the standard two year programme duration. Download non-standard induction guidance here***

What will you do in your role as mentor?

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

To help drive successful delivery of the programme you are provided with the following guidance and digital tools:

Guidance Document / Digital Tool	Purpose
This Mentor Tutor Handbook	Comprehensive guide that details everything you need to know for your role
Mentor newsletter	Termly communication with key updates from edt – these will include information for both ECTP and ECPDP programmes so that you have the information you need in one place if you are mentoring across both programmes
Online learning platform report – digital solution	Functionality on the online learning platform to enable you to effectively monitor and support your ECTs progress. Reporting tool functionality will start to be released over the autumn term.

There are several different types of mentor who can support an ECT training on the Early Career Training Programme with edt. All mentor role types including those already trained through the Early Career Professional Development Programme (ECPDP) are expected to complete the mentor online induction course to ensure they are equipped with the vital information

required to perform their role on the new ECTP programme. This document (opens in a new tab) defines each mentor role type with a description, training expectation and funding information.

Important Notice ECPDP-Programme Mentors

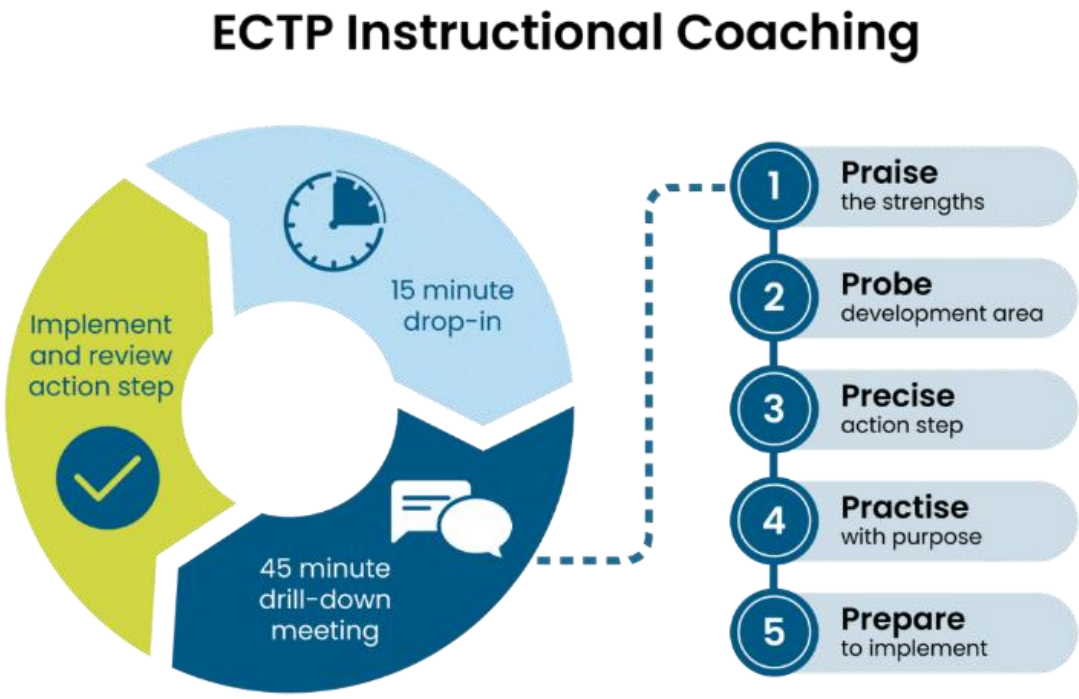
If you are a new mentor supporting a participant on the previous version of our programme (ECPDP), please take care to ensure you only complete your own training using ECTP-specific materials. Completing activities in the ECPDP platform may cause tracking issues and impact engagement records which are essential to confirming your future status as a fully trained mentor on completion of your training. Always double-check the programme name before starting any activity.

Year 1 mentor meetings– Instructional Coaching

In Year 1, you will meet with your ECT 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). This is why all mentors on this programme will use it as a model for their 1:1 mentoring sessions.

Instructional Coaching involves an expert teacher or practitioner working individually with a novice to support their learning at the start of their career. Not to be confused with traditional coaching and open-ended questions, crucially, Instructional Coaching involves revisiting specific skills, with bite-sized feedback each time. You won't just tell your ECT what they need to improve but how to improve.

This is the model of Instructional Coaching you will follow:



What does 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 to carry out more drop-ins or discuss meetings as appropriate to ECTs, mentors are welcome to flex the approach, but must ensure that 1 practical diagnostic drop-in (30 mins), 2 drop-ins (15 mins), 2 drill-downs (drop-in feedback meetings) and 6 discuss meetings take place per term.

You will need to speak with your school's Induction Tutor to agree the timings and logistical arrangements, as best suits you and your school.

You will learn how to conduct each type of session in your first face-to-face training session and will be fully supported with simple guidance and easy-

to-use tools for your mentoring. There is also a walkthrough video of the platform in this induction course.

Week	Mentoring Task	Timing	A reminder
1&2	Practical Diagnostic drop-in	30 minutes	The practical diagnostic is when you drop-in to a lesson to explore your ECT's teaching strengths and areas of development based on the current module your ECT is working on. It is not a formal observation but an opportunity for you to focus on their teaching through the lens of the current module. If you experience issues around arranging the practical diagnostic in this timeframe please discuss with the Induction Tutor.
	Learning Path Discuss meeting	30 minutes	In this meeting you and your ECT will decide the most appropriate Learning Path for the two topics in the current module. You and your ECT 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 with your ECT. The Learning Path is your ECT's 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 ECT will discuss your reflections from the practical diagnostic and set an Action Step for the ECT to work on based on the drop-in.

3	Discuss meeting 1	60 minutes	These meetings are for you and your ECTs to discuss their self-study materials. You have access to 'Understanding the Evidence' guidance documents for each of the four areas of self-study that the ECT covers in the topic. This means you can choose which area of self-study to explore further with your ECT based on need. These meetings will support your ECT with their understanding of the evidence base. There are opportunities to challenge and stretch your ECT in the meeting guidance documents.
4	Discuss meeting 2	60 minutes	
5	Drop-in 1	15 minutes	This is when you drop-in to your ECT's 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 identify your ECT's teaching strengths and areas of development
	Drill-down meeting 1 with Action Step	45 minutes	The drill-down meeting enables you to discuss the drop-in with your ECT, this is the drop-in feedback meeting. We have provided a feedback model to use called the 5P approach, which will support you to discuss your ECT's teaching strengths, areas of development and review the current Action Step. You will also set a new Action Step or agree to continue the current Action Step.
6	Discuss meeting 3	60 minutes	This meeting is for you and your ECT to discuss their self-study materials. You have access to 'Understand the Evidence' guidance documents for each of the four areas of self-study that the ECT covers in the
7	Discuss meeting 4	60 minutes	

			topic. This means you can choose which area of self-study to explore further with your ECT based on need. These meetings will support your ECT with their understanding of the evidence base. There are opportunities to challenge and stretch your ECT in the meeting guidance documents.
8	Drop-in 2	15 minutes	This is when you drop-in to your ECT's 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 identify your ECT's teaching strengths and areas of development.
	Drill-down meeting 2 with Action Step	45 minutes	The drill-down meeting enables you to discuss the drop-in with your ECT, this is the drop-in feedback meeting. We have provided a feedback model to use called the 5P approach, which will support you to discuss your ECT's teaching strengths, areas of development and review the current Action Step. You will also set a new Action Step or agree to continue the current Action Step.
9	Discuss meeting 5	60 minutes	These meetings are for you and your ECT to discuss their self-study materials. You have access to 'Understand the Evidence' guidance documents for each of the four areas of self-study that the ECT covers in the topic. This means you can choose which area of self-study to explore further with your ECT based on need. These meetings will support your ECT with their understanding of the evidence base. There are opportunities
10	Discuss meeting 6	60 minutes	

			to challenge and stretch your ECT in the meeting guidance documents.
11	Mentor choice based on ECT need	60 minutes	This is space in the term for you and your ECT to agree the best use of this meeting time. You may choose to complete an additional drop-in and drill-down meeting. You may find it more useful to undertake another discuss meeting. This flex is built into the mentoring cycle to give time to best support your ECT.
12	Reflect and look forward	60 minutes	Use this time to reflect on the current module with your ECT, their progress and areas of strengths. Look forward to the next module by exploring what will be covered and what they will be learning.

Completing the Diagnostic with Reduced Teaching Hours

We recognise that in some schools, particularly where pupil entry is staggered (e.g. reception classes), ECTs may begin the term on reduced teaching hours. Here's what you need to know:

- **Diagnostics Are Still Essential** – The practical diagnostic must be completed with a class the ECT is teaching, even if their timetable is initially lighter.
- **When to Complete It** – If it cannot be done in the first week, please schedule it as soon as teaching hours allow. Completing it late is still essential to ensuring accurate tailoring of support as the ECT's programme progresses.
- **Learning Paths** – The diagnostic helps guide whether an ECT begins on Consolidate or Extend. At this early stage, don't worry if reduced hours mean Consolidate is auto-assigned initially; both paths cover the same framework. Stretch and challenge content will always be available.
- **Change Requests** – In exceptional cases, where Delivery Partners have robust prior knowledge and clear evidence that an ECT should be on

extend, they may approve a Learning Path change if the diagnostic was delayed but still completed. Mentors should discuss this with their IT and submit a request via the DP process in these cases.

Your role in supporting ECTs through this process is crucial. Thank you for helping them get off to a strong start, even when early term logistics make things more complex.

Guidance documents	
Practical Diagnostic Guidance Guidance on your first practical diagnostic	Download here
Mentor Guidance - Drill-down meetings Reviewing and setting precise Action Steps	Download here
Mentor Guidance - Drill-down meetings The 5P approach	Download here
Mentor Guidance - Drop-ins	Download here
Mentor Guidance - Discuss meetings	Download here

Year 2 – Supportive coaching

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

What does your training and guidance look like?

Remember, the ITTECF training is as much for you as it is for your ECT. This is a real opportunity to harness your experience and further develop your craft, both as a mentor and as a teacher. You should be given dedicated time to meet with your ECT and also complete your own learning.

Here is an overview of your own schedule:
Note: If you reported at the point of onboarding that you are an 'ITT trained' or 'school-led trained please read this guidance (opens in a new tab) for information about your training hours which are different to those in the table below. 'School-led' trained mentors will be given the role of 'ITT trained' mentor as they will access the same course as 'ITT trained' mentors.

Mentor	Year 1			Total hours
	Term 1	Term 2	Term 3	
Programme induction	1 hour			1 hour
Mentor training sessions	6 hours	2 hours	2 hours	10 hours
Self-directed study	2.5 hours	2.5 hours	2.5 hours	7.5 hours
Mentor meetings	12 hours	12 hours	12 hours	36 hours*
	Weekly			

*Mentor meetings continue fortnightly in year 2

All mentors even those who have already trained on the legacy programme ECPDP should complete an online induction ahead of starting their learning and supporting their

ECT. This will provide them with information about the programme, their role and learning and also, how to navigate the online platform.

Training

You will start the programme with a day out of school (6 hours), where you will:

- Meet with your local peers in-person and spend the day getting to know your Delivery Partner and facilitators,
- Learn about the programme, ensuring you understand how to make the most of all programme resources (especially the diagnostic tools),
- Understand deliberate practice and the principles and techniques of Instructional Coaching.
- You will also complete a mentoring walkthrough that covers the core meetings and Instructional Coaching activities that they will need to complete during the year.

An agenda for what you will cover in Mentor Training Session 1 in term 1 can be seen here:

- The importance of mentoring
- ITTECF
- You, as a mentor on ECTP
- Impactful Instructional Coaching
- Mentoring tools

In term 2, you will attend Mentor Training Session 2 of 2 hours which can be in-person or virtual. This will include expert input on a range of ITTECF-related areas, plus opportunities to discuss and network with peers. Your Delivery Partner will decide whether this is face-to-face or virtual.

To end the mentor programme in term 3, you will meet online or in-person to focus on preparing to guide your ECT through Year 2. For completeness of training it is important that you attend Mentor Training Session 3 in term 3 even if you are not expecting to mentor a Year 2 ECT the following term, this ensures that you are fully trained on the new programme should you mentor a Year 2 ECT at a later date/in a later term.

Please note: your formal training on this programme spans one year only, but you will retain access to all programme resources for as long as you continue in your mentoring role on the Early Career Training programme.

Self-directed study

Like your ECTs, you will find all your resources on a purpose-built platform, which you can access on any device. The interactive materials are intuitive to navigate and fully accessible.

Your core self-directed study resources are:

Module **Practical Diagnostic guidance** to read before carrying out each term's Practical diagnostic
Guidance sheets and **tools** for each mentoring session you will hold
Understanding the evidence resources (one per ECT self-study session.) These support your 'Discuss' meetings with your ECT. These are documents which you can access to ensure they are fully up to speed with what your ECT is learning, and to support your own understanding of the evidence base for that particular self-study session.

There will be a range of additional professional development resources available to you, which we will add to as the course progresses. These are all optional and purely for your own intellectual interest and career progression.

Evaluation

You and your ECT will be asked to complete surveys at each training session and at key points during the academic on the Online Learning Platform. These surveys play a crucial role in helping us understand your experiences and preferences. By gathering your feedback, we gain valuable insights into which aspects of the programme are working well and where we can make improvements. We share anonymised, headline data with the Department for Education to support their evaluation of the programme.

Surveys on the online learning platform measure:

- Overall impact
- Satisfaction with training sessions
- Satisfaction with self-directed materials
- Satisfaction with the Online Learning Platform
- Other key components of the training which you receive on the programmes.

Your Delivery Partner will ask you to complete an evaluation at the end of each training session via a QR code. It is important that you use the same email as you do to login to the Online Learning Platform to ensure your feedback is recorded.

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 you to contact your Delivery Partner to discuss your or your ECTs needs if support is required to access training sessions and/or online learning content. If the situation cannot be rectified please contact edt on ecf@edt.org

Using the online learning platform

The online learning platform 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 seven zones: Home, Find Courses, Events Calendar, Instructional Coaching, Explore Resource Library, Reports, Help & Support allowing you to:

Home	• Access your own, personalised upcoming training session calendar • Jump into your self-directed study • See how much self-directed study you've completed • Access the most recent training session recordings
Find Courses	• Engage with mentor self-directed study materials as they go live on the platform
Events Calendar	• See which training sessions are available to you with your local Delivery Partner • Book onto selected training sessions, choosing the date/time best suited to you
Instructional Coaching	• Access and complete Instructional Coaching mentoring activities • Complete the Learning Path Discuss meeting to select an ECTs Learning Path for each topic • Set and review Action Steps for your ECT as part of Drill-Down meetings and following the Practical Diagnostics • Complete the Drop-in forms, with some optional space for your notes

Explore Resource Library	discover a range of additional resources e.g. Handbook and wellbeing information
Reports	access 'Manager' Reports to track ECT progress
Help & Support	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.

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.

Making contact and getting prepared

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.

Your point of contact for any Programme queries is your Delivery Partner:

You may want to know how you can prepare. At the start of the programme, you will be given clear and simple guidance to navigate all elements of the course and materials, and to help you prepare for your mentoring role. So, there is no need to invest time ahead of the programme start. If you are keen to know more now, however, you might like to:

- Explore the 'Explore Resource Library' on your online learning platform which will include all the professional development 'extras' we have made available to you
- Learn a little more about the policy context of the early career teacher entitlement here
- Join our social media communities here

Being an early career teacher will be challenging. They will make mistakes and that is more than okay, it is necessary. That's what any learning involves. Please do remember to remind your ECT – and yourself – of this regularly!

"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