

ECTP Bulletin

Issue 2 - November 2025


**VANTAGE
TEACHING
SCHOOL HUB**
NORTH HUMBER



Welcome to the second Early Career Training Programme (ECTP) Bulletin of the academic year 2025/2026 from Vantage Teaching School Hub. The purpose of this Bulletin is to share relevant information regarding the Early Career Framework & Early Career Training Programme with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Full Induction Programme Calendar.



We hope that all new Year 1 ECTs have had a successful half term and that everyone has had a well-deserved rest over the half term holiday.

The ECTP Bulletins will begin with an introduction that is relevant to all cohorts and programme members. You will then be signposted to links that will take you to the sections of the Bulletin that are specific to the cohort to which you are a member of.



Thank you to all Induction Tutors, Mentors and ECTs who have attended our Welcome Conferences. We appreciate that schools have worked really hard to set up the roles and practices needed in your settings to ensure that ECTs get the support to which they are entitled to.

e: teachingschoolhub@smchull.org

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Hull University Masters Opportunity

Those who have successfully completed our ECTP programme and/or hold a PGCE can study the MA degree through the School of Education at University of Hull. MA applicants can submit a Recognition of Prior Learning (RPL) so that the University can identify if your prior ECETE learning and/or PGCE matches any of the outcomes on the MA programme. This may lead to the University granting academic credits and pro-rata fees.

For further details and application form, please visit our website [here](#).

Partnership Agreements

We have recently sent, via email to all Induction Leads/Heads of School, through Docusign, a Partnership Agreement which needs to be signed as soon possible. Teach First has recently requested that all partnership schools receive and sign an agreement which is a mandatory requirement from the DfE. We appreciate your support in the prompt return of these.

Important - Are you anticipating recruiting any new Year 1 ECTs from January 2026?

We would be grateful if you could let us know if you will be recruiting any new Year 1 ECTs from January 2026 by completing the form attached: [click on here](#). The form will also be available on our website: www.vantage@tsh.org.

ECT and Mentor Inductions for new January cohort Year 1 2026

The Inductions for all new January 2026 cohort members starting Year 1 of the ECTP will take place in January 2026 in order to ensure that both ECTs and new Mentors are fully prepared to start the first year of the programme.

ECTs and new Mentors will be booked onto one of the dates below which will be a half day, face to face seminar.

- Y1 Mentor Induction for new Mentors

Wednesday 14th January 2026 from 9.00am to 12.00 pm

Cottingham Parks, Wood Hill Way, Cottingham. HU16 5SW

- Y1 ECT Induction for new ECTs

Wednesday 14th January 2026 from 1pm to 4.00pm

Cottingham Parks, Wood Hill Way, Cottingham. HU16 5SW

Joining instructions will be sent to all new ECTs and new Mentors who onboard with us into the January 2026 cohort.

Trained Mentors

We now have a number of completed or trained mentors who are supporting new ECTs who have joined our Early Career Training Programme or who are continuing to support Y2 ECTs on the ECF.

These mentors will not be invited to any further training with us but we will continue to support them by providing them with the programme guides and information that they need to support either a Y1 or a Y2 ECT.

Lisa Wheeler has recently sent out all of the relevant information and programme guides to our completed mentors. However if there are any of these mentors who do not have the correct guides then contact us straight away so that we can rectify this.

ECTP - ECF Trained Mentors

Where needed please remind Trained mentors that although they do not have access to the 2025 Mentor Brightspace modules, everything they need to support their role is included in the [Trained Mentor Handbook](#). This includes links to the short weekly overview videos and where to find the diagnostics.

Induction Tutor Webinars

Nicola Tennison (AB Lead) and I will continue to offer termly webinars for Induction Tutors. These are an opportunity to ask questions and give feedback and also for us to share any new national or regional information with school leaders. We see this as a really crucial part of our approach to Quality Assurance, hearing the detail of how the programme is impacting in schools and what further steps we can all take to provide the highest quality support for ECTs and their Mentors.

The Autumn Term webinar took place on Thursday 9th October 2025, via Zoom. A recording has been circulated for all Induction Tutors who could not attend. If any Induction Tutor has not received this or has not received an invite to the webinars then please let us know.

During the meeting I shared the planned webinars for the academic year 2025/2026 designed to support Induction Tutors in their roles. These are detailed below:

The Spring Term webinar will take place on **Thursday 12th March 2026 at 4pm, via zoom.**

The Summer Term webinar will take place on **Thursday 18th June 2026 at 4pm, via zoom.**

My Teach First and Brightspace

My Teach First is the home page that you log on to access the ECTP Programme. The platform Brightspace is where all of the curriculum materials are housed and this is accessed once you log onto My Teach First.

We appreciate that sometimes programme members may experience issues in obtaining their log on details for My Teach First. Many of these issues have been caused by the incorrect inputting or transference of information from the DfE portal.

If you are experiencing any issues, then our advice is for Induction Tutors to check that all information is correct on the DfE portal in the first instance. If any mistakes are found, once they have been rectified, this takes 10-14 working days to feed through to Teach First. Please do let us know via email: TeachingSchoolHub@smchull.org if any issues persist beyond 14 days and we can support with escalating the query.

New programme members are encouraged to watch the short You Tube videos which support in navigating Brightspace correctly, These links have also been put in the Y1 September cohort section of the bulletin.

- An overview of Brightspace as an ECT.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as an ECT.

- An overview of Brightspace as Mentor.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as Mentor.

How Mentors can check on the progress of their ECTs:

A reminder to Mentors about how to check on the progress of your ECT within a Module on Brightspace. The pathway to do so is as follows:

Login to My TeachFirst > Click on ECF2024 (Year 2 ECTs) Click on ECTP2025 (Year 1 ECTs) > Click on the chosen Module for ECTs (Do not click on the Module for Mentors) > Click on Audit Users > Select the ECT

You will then be able to see an overview of their engagement in the content of the Module.

Brightspace

- Like any new web-based platform, developing familiarity with the functions and layout will enable ECTs and Mentors to get the best use out of it and reduce workload. This will require participants to log in weekly, little and often.
- Brightspace tracks content covered, clicks, time spent engaged with self-directed study which form the basis of the engagement reports to the DfE per participant.

If there are any specific issues with the functionality of Brightspace, then please use the 'Contact Us' button on My Teach First or Brightspace. Always take a screenshot of the problem and send with an overview as this will help to diagnose and resolve the problem more quickly.

Need to know

The following advice is put together using our discussions with Teach First, the Teaching Hub Council, other TSHs and ECTs/Mentors from within our region who are continuing to report the positive impact that the ECF is having on their workload through more efficient and effective teacher development. This is reflected in the increased retention rates we are seeking across the region.

Workload Reduction:

- Mentors and ECTs should only make very short and concise written notes in the programme guide during meetings and on Brightspace during short self-directed study tasks.
- Use the DfE funded ECTP allocated curriculum time each week to focus explicitly on teacher development using instructional coaching. Credible evidence demonstrates that this is the most effective way to reduce workload through efficient and effective quality first teaching.
- ECTs/Mentors are telling us that they are increasingly aware of how they use their time and are abandoning activities that increase workload and take their attention away from improving their practice. A good example from one mentor involved spending 30 mins per week focussing on the ECF rather than replying to emails.
- Induction Tutors can help with workload reduction by reducing the amount of 'other CPD' that ECTs are expected to engage in, over and above the ECF. The ECF is underpinned by evidence on practice that should underpin career long professional development. The national ECF evaluation found that on average, ECTs engaged in an additional 29 hours of 'other CPD' during the last year, adding to their workload. Schools should prioritise the ECF in addition to supporting ECTs to understand school specific policies and practice so that they have clarity on school specific expectations but remain focused and engaged with the ECTP programme which underpins statutory induction.

Time commitments

- ECTs and mentors should engage with ECF/ECTP study within DfE funded allocated curriculum time.
- ECTs and mentors should apply a 'little and often' approach self-directed study and resist the temptation to focus activities that do not support teacher development.

ECF Flexibility

- Induction Tutors need to be certain that mentors and ECTs are covering ECF/ITT content for which they are funded. However, during the weeks of face to face training that involves travelling they may permit the ECT to use some of their allocated time to catch up on planning, preparation and assessment activities.
- ECTs and mentors must ensure that they cover a minimum of 80% engagement in the self-directed study. Therefore, 20% of the time can be used to address the immediate priorities of an ECT and support their well-being. An example of this might involve a mentor using their mentoring session from time to time to provide support for a matter that is causing the ECT some worry.
- SEND focus – there is now specific guidance on Brightspace for ECTs and Mentors to access. Facilitators will also give advice and reminders regarding SEND good practice at the seminars ECTs attend.

Year 1 ECTs/ Mentors and Induction Tutors 2025/2026

(Including those who started their induction in April 2025).

Please follow the link here to open the section of the Bulletin that is specific to your cohort: [\(click here\)](#).

Year 2 ECTs/ Mentors and Induction Tutors

Please follow the link here to open the section of the Bulletin that is specific to your cohort [\(click here\)](#).

Year 1 ECTs/Mentors and Induction Tutors January 2025 Cohort

Please follow the link here to open the section of the Bulletin that is specific to your cohort: [\(click here\)](#).

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Best Wishes

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