

Year 1 September 2025 Cohort ECT/Mentor/IT Bulletin section June 2026

Welcome to the final Early Career Training Programme (ECTP) Bulletin from Vantage Teaching School Hub for the September 2025 cohort for this academic year. The purpose of this Bulletin is to share relevant information regarding the ITT Early Career Framework Full Induction 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. This Bulletin relates to Module 6 of the ITTECF.

The first half of the Spring term 2026 has seen ECTs and Mentors work through Module 5 of the Full Induction Programme which focused on 'How can you support all pupils to succeed?'

Thank you to all mentors and ECTs who attended the training seminars for Module 5.

In this Bulletin:

- **End Point Survey for ECTs**
- **Year 2 subject information**
- **Year 2 Inductions in June/July**
- **End of Y1 Formal Assessments**
- **The Diagnostics**
- **Summary of Module 6 for ECTs & Mentors**
- **Seminars for ECTs**
- **End Point Survey for Mentors**
- **Seminar for Mentors**
- **Navigating Brightspace**

Teach First and the DfE require all ECTs to complete an 'End Point' survey during this term. Teach First are in the process of contacting all ECTs about the survey however we have copied the QR Code to access the survey below to support you in completing it as soon as you can. We thank you in advance for this:



Year 2 Subject/Phase information – IMPORTANT

We have been speaking to ECTs at the latest face to face seminars regarding their subject/phases for September and whether they will be remaining in their current schools.

It is apparent that some ECTs may be changing schools and some are moving out of the area. It is important that we are kept up to date with any changes in circumstances via email: TeachingSchoolHub@smchull.org

Any ECTs who are leaving their current schools will need to be given copies of any progress reviews to take with them and Induction Tutors will need to release them on the DfE portal before the end of the academic year.

Induction into Year 2 of the ITECF – IMPORTANT

The inductions for all Year 1 ECTs who will be moving into Year 2 of statutory induction in September, will take place in **June and July 2026**. These dates have been advertised on your training calendars which you received in September/October 2025.

All Year 1 ECTs should hopefully have booked onto **ONE** of the dates below to attend their Year 2 induction by booking directly via our website: www.vantage2sh.org

Whether an ECT is staying in their current school or not it is vital that they attend the Y2 induction to support their future employment and continuation of their statutory induction.

Y2 ECT Induction Tuesday 30th June 2026, 1pm to 4.30pm at Hull KR, Craven Park, Hull

OR

Y2 ECT Induction Thursday 2nd July 2026, 1pm to 4.30pm at Lazaat, Cottingham

Support for Mentors of new Y2 ECTs from September 2026

As explained in the 'Bulletin for all' section, I will be offering a webinar for Induction Tutors and Mentors who will be supporting a Y2 ECT from September 2026. The details are below:

*The (third) webinar is for Induction Tutors, mentors and completed mentors who will have ECTs moving into Year 2 of the new ECTP training with us for the first time. As you are aware, from September 2026, the Y2 training programme will align with the ITECF and as such there are changes. The webinar will explain the structure, organisation and expectations for mentors, ECTs and their schools during Year 2 of statutory induction. This meeting will take place on: **Thursday 18th June, 4pm via Zoom**. An email will be sent to all Induction Tutors and current mentors with a link to attend this webinar.*

End of Year 1 ECT formal assessment

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of September cohort ECTs for year 1 of their induction, to take place this half term. A summary of the process is provided below:

- ECTs should have formal assessments carried out by either the Induction Tutor or the Head teacher. Mentors should not carry out formal assessments unless they are also acting as the Induction Tutor. Evidence used in the assessment should be clear & transparent & copies provided to the ECT and appropriate body.
- Evidence for assessment must be drawn from the ECT's work as a teacher during their induction. This will consist of existing documents & working documents. There is no need for an ECT to create anything new for the formal assessment.
- Formal assessment reports should be completed for the formal assessment and will show performance against the Teachers' Standards not the ITTECF.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in order to complete the Progress Review.

Your Appropriate Body will require you to complete the review on their preferred platform/paperwork. The formal review is a longer form to complete as it is against each of the Teachers' Standards.

Many of our ECTs are registered with Vantage AB Services and Induction Tutors will be required to complete the reviews via ECT Manager.

Examples of reviews can be found under: '**Resources**' on the ECT Manager platform to support Induction Tutors in understanding the expectations of these reviews.

ECTs are advised to take an active role in the process by discussing with their Induction Tutor all of the progress & activities they have achieved and completed over the course of their first year.

The Diagnostic Activity

As a reminder, ECTs need to complete a diagnostic activity in the form of a series of questions, at the start of Module 6 before any of the content of the Module is released. ECTs will answer questions based on their prior knowledge.

Mentors will also complete a diagnostic activity about the ECT's classroom practice and together they will agree whether the ECT should release the 'Core' or 'Summary & Stretch' content for each of the 5 sections of Module 6.

Please note that the ECT can release the content via the checklist without the mentor.

Although this is not advised, it has been put in place in case a mentor is absent from school or there are functionality issues on Brightspace for a mentor.

Further guidance is given in the section on 'Navigating Brightspace'.

Moving into Module 6

This week heralds the start of Module 6 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you design a coherent curriculum?'

Module introduction

Welcome to Module 6: How can you design a coherent curriculum?

In this module, you will learn how to design a well-structured and coherent scheme of work, enhancing the chances of successful learning outcomes for your pupils. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

1. What is the purpose of a curriculum? **(around 35 minutes)**
2. Identifying and sequencing concepts, knowledge, skills, and principles **(around 45 minutes)**
3. Building secure, complex mental models **(around 45 minutes)**
4. Developing high quality oral language, reading and writing **(around 45 minutes)**
5. Developing critical thinking **(around 45 minutes)**

ECT Seminars for Module 6 combined w/c: 8 June 2026 (face to face)

Seminars run on a Tuesday, Wednesday & Thursday, 1.30pm to 4.30pm. ECTs have been assigned a training group (please see training calendar). We do provide flexibility on the afternoon an ECT can attend if there are reasonable requests and notice has been given.

Seminar 1 - Sequencing concepts, knowledge, skills and principles

By the end of this seminar, ECTs will:

know why the careful sequencing of a curriculum is vital for effective learning know how to sequence concepts, knowledge and skills to maximise pupils' learning

have reflected on the sequence of a unit of work that they have previously planned or prepared to teach

During the seminar, ECTs will need:

- equipment to record notes
- Access to the extract: Curriculum as a box set. (This will be provided.)

Seminar 2 - Developing reading and writing

By the end of this seminar, ECTs will:

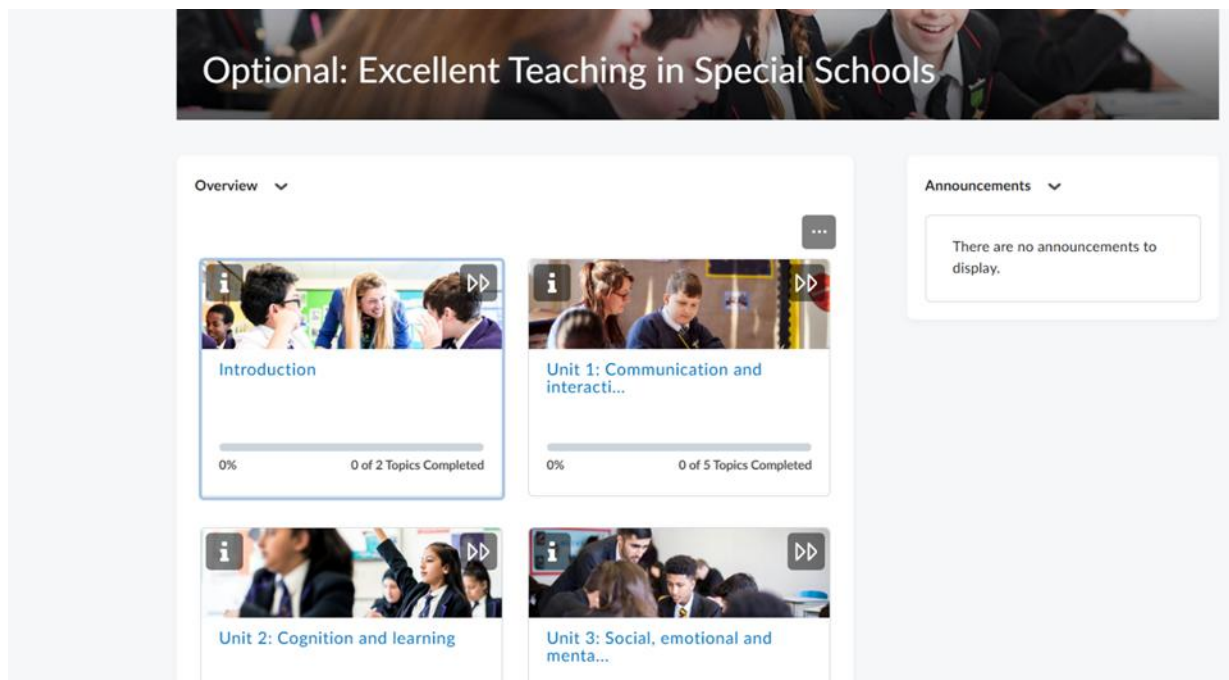
- know why it is so important to develop pupils' literacy in all phases and subjects
- know a range of strategies which can be used to develop reading comprehension and explore how to model these effectively
- understand the importance of modelling stages of the writing process and what this may look like in practice

During the seminar, ECTs will need:

- Pen and paper, or a device for note taking
- Developing reading and writing worksheet – EY, Primary or Secondary/Post-16 depending on grouping of ECTs. (This will be provided.)

ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week. The weekly interactions with their Mentors are clearly set out in the Mentor's Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion. We advise Mentors to use their Programme Handbook when leading the weekly interactions and to make brief notes in these pages. We hope that Mentors and ECTs are developing their confidence with Instructional Coaching and deliberate practice.

Optional – Excellent Teaching in Special Schools



The screenshot shows a course overview page with a header image of students. The main content area is titled 'Overview' and contains four course cards. Each card features a thumbnail image, a title, and a progress bar. The cards are:

- Introduction**: 0% of 2 Topics Completed
- Unit 1: Communication and interacti...**: 0% of 5 Topics Completed
- Unit 2: Cognition and learning**: 0% of 5 Topics Completed
- Unit 3: Social, emotional and menta...**: 0% of 5 Topics Completed

On the right side, there is an 'Announcements' section with a dropdown arrow and a message box stating: 'There are no announcements to display.'

Teach First and the DfE require all Mentors to complete an 'End Point' survey during this term. Teach First are in the process of contacting all Mentors about the survey however we have copied the different QR Codes for mentors on the to access the survey below to support you in completing it as soon as you can. We thank you in advance for this:

QR Code for mentors on the ECTP:



QR Code for trained mentors on the ECTP:



An overview of the content of Module 6 for Mentors is below:

Mentor Diagnostic Tool

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

Early Career Training Programme for Mentors • Unit 7 of 7
Module 6: How can you design a coherent... 1/6

Print Down

Diagnostic activity

This is a formative activity to support you and your ECT identify the most appropriate content to focus on for each session during this module. This should not be used as a formal assessment of your ECT, it is purely a formative tool to support their development.

The following questions will ask you about your ECTs application of key ITTECF concepts covered in this module to their teaching practice. This does not require an observation of your ECT and should instead draw upon your holistic understanding of your ECT and their development. When answering these questions, it might be useful to draw on;

- Past observations and discussions with your ECT
- Past notes from mentoring sessions
- Any notes and information from their ITT year.

The **overview videos are mandatory for Mentors to watch** before their weekly interactions with their ECT. These support Mentors in understanding the self-study that ECTs have been engaged in and help to focus the meetings. Guidance is also in the Mentor Handbook 2025. When a Mentor, who is on our training programme, logs into Brightspace and accesses these videos their engagement is tracked.

Early Career Training Programme for Mentors •
Unit 7 of 7
Module 6: How can you design a coherent... 2/6

Diagnostic activity ✓

Session 1 - What is the purpose of a curriculum? ✓

Session 2 - Identifying and sequencing knowledge, skills and...

Session 3 - Building secure, complex mental models

Session 4 - Developing high quality

Session 1 - What is the purpose of a curriculum?

The video below briefly outlines the session your ECT should have engaged with, 'What is the purpose of a curriculum?'. Whether your ECT has explored the 'core' materials or the 'summary and stretch' version, this video will be relevant to you. It summarises the key learning points to help you discuss how your ECT can successfully apply their learning to their practice.

In this session, your ECT has learnt about the multifaceted nature of curriculum, the different purposes a curriculum might aim to achieve, how to begin planning for an inclusive curriculum, and resources that may support curriculum development.

ECTP Module 6 - Video 1 What is the purpose of a curriculum?

MENTOR SEMINAR FOR SUMMER TERM

The Mentor Seminar for the Summer Term 2026 will take place as follows:

New Y1 Mentor seminars combined – 18.5.26, 1.30pm – 4.30pm (face to face) OR 1.6.26, (online). Please see individual training calendars for your actual seminar date according to the seminar group you have been placed in.

Mentor training for mentors who are on our one-year training programme

The mentor seminars in the Summer Term have been combined and include: 'Balancing support & challenge'.

Then: 'Developing resilience'.

Invites to seminars for ECTs and Mentors

Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/ information that is needed prior to attendance; we urge ECTs and mentors to read these carefully so that they are fully prepared for the seminars.

Attendance at these seminars is very important so please do let us know if there are any issues. Attendance and engagement at these seminars are part of the statutory entitlement for all ECTs.

We would like to remind everyone about the importance of ensuring that their cameras are turned on and microphones work during the online training and that participants attend the training ready to be active participants in discussions, whether the session is face to face or online, to get the most out of them.

Attendance at all of the seminars is recorded and this data is used to inform whether schools receive statutory funding from the DfE. Unfortunately, we cannot record a programme member as having attended an online session if their camera and/or microphone is not working. Please be advised that a facilitator may remove a programme

from an online training session if their camera and/or microphone is not working and this causes disruption to the training.

Mentors and ECTs have been placed into a group which runs on a specific day during the training seminar weeks. If any mentor or ECT is unable to attend their normal group session for an extraordinary reason, we are able to offer an alternative session to attend as long as you let us know in advance, via email: teachingschoolhub@smchull.org

Navigating Brightspace

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

ECTs

ECTs need to be engaged every week in their self-study on Brightspace related to the Module that they are currently studying. For this half term, Year 1 ECTs should be completing self-study based on **Module 6**. It is expected that ECTs log onto Brightspace for 30-60mins per week to complete their self-study before they have their weekly interaction with their Mentor. A summary of the self-study for Module 5 has been detailed above.

An ECT's engagement on Brightspace is tracked by Teach First and ECTs will receive reminder emails if they have not been completing their self-study regularly, in particular the diagnostic activity, 5 sections of self-study and post-module quizzes for each of the 5 sections in the module.

In addition to this there is optional content on Brightspace:

'Wellbeing' Modules that can be accessed at any time and 'Excellent Teaching in Special Schools' Modules.

The pathway to finding the **Wellbeing Modules** is:

Brightspace > ECTP2025 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:

Brightspace > ECTP2025 > All Courses > Optional: Excellent Teaching in Special Schools

As shown at the Welcome Conferences and in the main Bulletin section, we recommend ECTs watch the YouTube videos below to support in their understanding of Brightspace:

- [An overview of Brightspace as an ECT.](#)
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as an ECT.](#)

Mentors

Mentors are expected to log onto Brightspace every week if they are mentoring a Year 1 ECT to view the weekly videos. A Mentor's engagement with this is tracked by Teach First and they will receive a reminder email if they have not regularly engaged with these.

Mentors are also expected to complete the Diagnostic activity about their Y1 ECT at the start of each Module & discuss this with them. This activity is mandatory.

Mentors are encouraged to track the progress of their ECT on Brightspace so that they can discuss this with them and escalate any issues to the Induction Tutor.

Here is the pathway that a Mentor can follow to check the progress of their Year 1 ECT:
Login to My TeachFirst > 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.

Below are the YouTube videos that we advise Mentors to watch to support in their understanding of the Brightspace platform:

- [An overview of Brightspace as Mentor.](#)
- [Brightspace tips and tricks.](#)
- [How to complete your diagnostic activity as Mentor.](#)

We hope that Module 6 runs smoothly for you all – remember we are here to help should you need any support.

Email: teachingschoolhub@smchull.org

Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead