

Year 1 January 2024 ECT/Mentor/IT Bulletin section September 2025

The second half of the Summer term has seen ECTs and Mentors work through Module 4 of the Full Induction Programme which focused on 'How can you use assessment and feedback to greatest effect?'

Thank you to all Mentors and ECTs who attended the training seminars for Module 4.

We hope that the start of the new academic year is going well for you all?

This term your cohort will complete Year 1 of the ECF programme before joining the Year 2 cohort at the beginning of January 2026.

As explained in the 'Bulletin for all' section, this cohort of ECTs and mentors who are enrolled on the January 2024 cohort will continue on the Early Career Framework for the remainder of their ECT's statutory induction.

In this Bulletin:

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Year 2 subject information reminder

As a reminder, ECF year 2 seminars are organised into groups which promote networking and encourage viewing the pedagogical strategies through a subject/phase lens; therefore it's vital that ECTs confirm their main subject (Secondary) or phase if they are Primary. An email will be sent to all January cohort ECTs shortly asking them to confirm their main subject or phase so that we can allocate them to the most appropriate group which they will join from January 2026.

ECT and Mentor Inductions for Year 2 of the programme

The Welcome Conferences for all January cohort members moving into Year 2 of the ECF will take place in December 2025 in order to ensure that both ECTs and Mentors are fully prepared for the second year of the programme in advance of starting in the new year.

ECTs and Mentors will be sent the joining instructions in due course for a half day, Zoom seminar:

Wednesday 10th December 2025, 9am to 12 noon – Mentors Y2 Induction via Zoom

Wednesday 10th December 2025, 1pm to 4pm – ECTs Y2 Induction via Zoom

Moving into Module 5

The start of the Autumn Term 1 heralds the beginning of Module 5 in the Full Induction Programme Calendar. In this Module ECTs will focus on 'How can you support all pupils to succeed?'

This module will support ECTs to reflect on how they are currently supporting all pupils to be successful, and it will provide them with tangible strategies that they can implement into their practice to further build upon or refine what they are already doing.

[Module overview](#)

Welcome to the module: How can you support all pupils to succeed?

In this module you will hear a variety of educational specialists, including those from the Driver Youth Trust, talking about ways to support all pupils to succeed across the curriculum, and why this is so important.

This module is divided into five sessions. The information below outlines the focus for each session and approximately how long it will take you to complete.

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1. Supporting all pupils to access the curriculum - developing high-quality oral language **(40 minutes)**
 2. Supporting all pupils to access the curriculum - developing reading and writing **(45 minutes)**
 3. Further developing pupils' prior knowledge **(35 minutes)**
 4. Providing additional scaffolds 2 **(60 minutes)**
 5. Teaching pupils who require a greater level of support and the SEND Code of Practice **(80 minutes)**

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 Guides when leading the weekly interactions and to make brief notes in these pages. We hope that Mentors and ECTs are growing in confidence with Instructional Coaching and deliberate practice.

The ECT Seminars for Module 5 will take place during these weeks:

ECT Module 5:1 – Weds 24 Sept 2025 (online via Zoom)

[Seminar 1: Developing pupils' reading and writing](#)

This page will support you in preparing for your upcoming seminar so that you can make the most of your time.

In your upcoming seminar you will explore:

- strategies to develop active reading
- the different components of writing and how to break complex writing tasks down

Prior to your seminar ensure you have completed:

- [Developing reading and writing](#)



Important!

During the seminar you will need:

- a pen and paper, or a device for note taking
- access to one of the following tasks (depending on the phase you teach in):

[Early Years reading task](#)

[Primary reading task](#)

Secondary reading task

- access to the following document: [Breaking down complex writing tasks](#)
Ahead of the seminar, you'll need to download a copy of the reading task (specific to the phase you teach in) and have access to this during the seminar.

Below you can find the link to the Arduous Eight document that is referred to in your seminar:

- [The Arduous Eight](#)

ECT Module 5:2 – Thurs 10th Oct 2025 (online via Zoom) Apologies as this is a change to the originally advertised date.

Seminar 2: Adaptive teaching and the graduated approach

This page will support you in preparing for your upcoming seminar so that you can make the most of your time.

In your upcoming seminar you will explore:

- adaptive teaching
- the effectiveness of scaffolds you are using in supporting pupil learning and progress
- the benefits of pre-teaching
- how you are using the graduated approach for pupils with SEND

Prior to your seminar ensure you have completed:

- [Further developing pupils' prior knowledge](#)
- [Providing additional scaffolds](#)
- [Teaching pupils who require a greater level of support](#)
- [The working and long-term memory](#)

If possible, please try to complete the [mentor interaction](#) activity for the session 'Teaching pupils who require a greater level of support'.



Important!

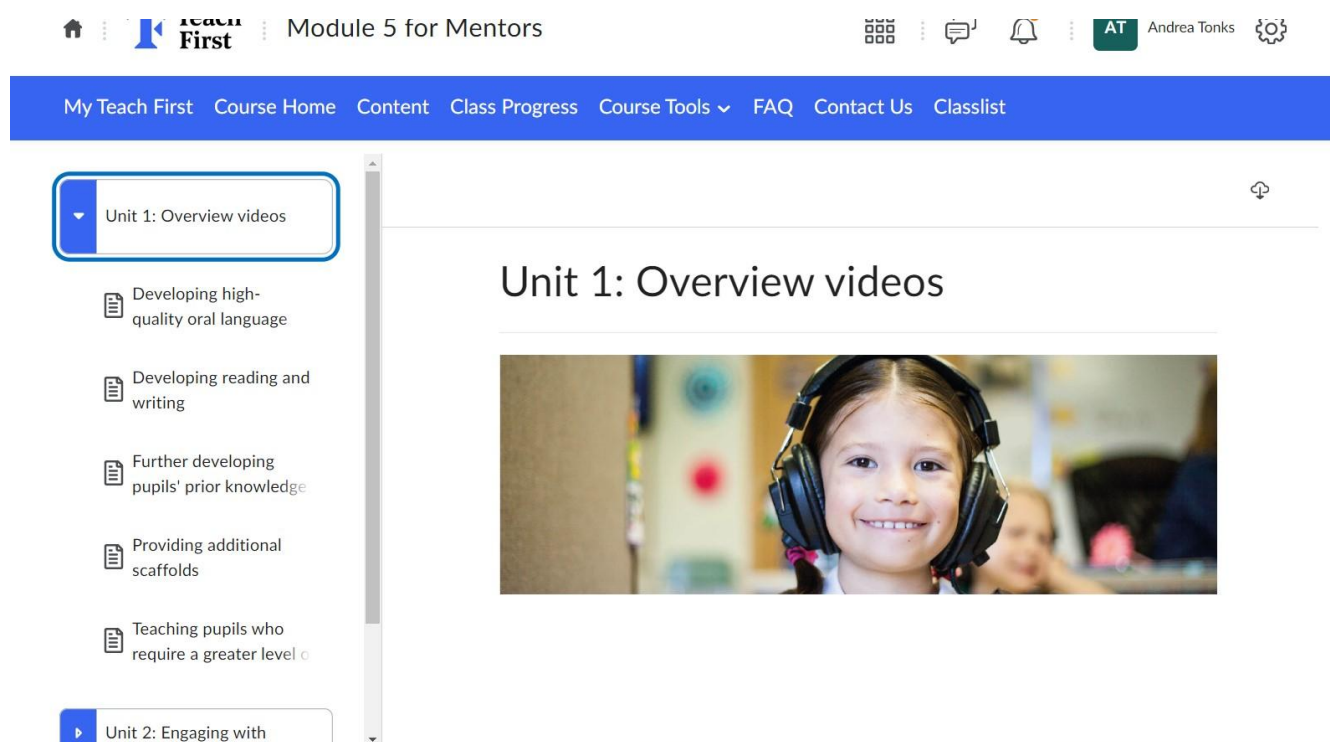
During the seminar you will need:

- a pen and paper for note taking

The Mentor Seminar for Module 5 will take place as follows:

An overview of the content of Module 5 for Mentors is below:

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 2024. When a Mentor logs into Brightspace and accesses these videos and any of the optional content, this supports their engagement on the programme.



The screenshot shows the Teach First Brightspace interface. At the top, there's a navigation bar with 'My Teach First', 'Course Home', 'Content', 'Class Progress', 'Course Tools', 'FAQ', 'Contact Us', and 'Classlist'. Below this, the 'Unit 1: Overview videos' section is highlighted in the sidebar. The main content area shows the title 'Unit 1: Overview videos' and a video thumbnail of a young girl wearing headphones and smiling.

Unit 2 – Self-study for Mentors is optional.

The Mentor Seminar for first half of the Autumn Term will take place as follows:

Mentor Module 5 – Weds 1 Oct 2025 (online via Zoom)

Invites to these events will be sent out in due course. 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 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.

Mentor Training

Seminar 5 is focused on the support and challenge you can provide your ECT and the ways in which you approach this. It explores how inappropriate levels of support and challenge can negatively impact on teacher self-efficacy and wellbeing, with additional consequences on teacher motivation and engagement with their professional development. In order to balance appropriate levels of support and challenge, you must be able to hold difficult conversations which are in the best interests of the ECT's development. The optional self-directed study session for Module 5 is on '[Engaging with education research](#)' and it is suggested that this is carried out prior to delivery of the seminar as part of this session is focused on an article on 'judgementoring' which is referenced in the seminar.

Seminar preparation

There is no worksheet or pre-work for this seminar. (Seminar 5)

Navigating Brightspace

My Teach First is the home page that you log on to access the ECF 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 5**. 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 addition to this there is optional content on Brightspace:

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

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

Brightspace > ECT 2024 > Cross Programme > My Wellbeing

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

Brightspace > ECT2024 > All Courses > Optional: Excellent Teaching in Special Schools

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 advised when they need to complete the Mentor assessment on Brightspace – this activity is mandatory.

The self-study for a Mentor for each of the modules is optional, although a Mentor's completion of this will support with their engagement on the programme.

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 ECF2024 (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.

Here is the pathway that a Mentor can follow to view the notes that an ECT has made:

Brightspace > Module 5 for ECTs > Course Tools (near the top) > Notes > Shared Items

Changing a Mentor or Induction Tutor

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

We hope that Module 5 runs smoothly for you all – remember we are here to help should you need any support.

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Tel: 01482 851136

Best Wishes
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ECTP Lead