

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

Welcome to the fifth Early Career Training Programme (ECTP) Bulletin from Vantage Teaching School Hub for the September 2025 cohort. The purpose of this Bulletin is to share relevant information regarding the 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 5 of the ECF.

The second half of the Spring term 2026 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.

In this Bulletin:

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Year 2 Subject/Phase information - IMPORTANT

We are gathering more information to inform planning for Year 2; ECF Year 2 seminars will be grouped via subjects so it's vitally important that we capture information about the subjects that ECTs are teaching to inform our and your planning.

I have been speaking to ECTs at the last face to face seminars before the Easter Break, 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

For any ECTs who are leaving their current schools, can Induction Tutor please ensure that this is updated on ECT Manager and the DfE portal. ECTs will need to be given copies of any progress reviews & the Interim Assessment (if applicable) 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 ECTP – IMPORTANT

The inductions for all Year 1 ECTs who will be moving into Year 2 of statutory induction in September, will take place over two dates in the summer term. These dates have been advertised on your training calendars which you received in September 2025.

All Year 1 ECTs can now book **ONE** of the dates below to attend their Year 2 induction by following the link provided or by booking directly via our website: www.vantagegetsh.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, Woodhill Way, 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 ITTECF 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.*

Moving into Module 5

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

The Diagnostic Activity

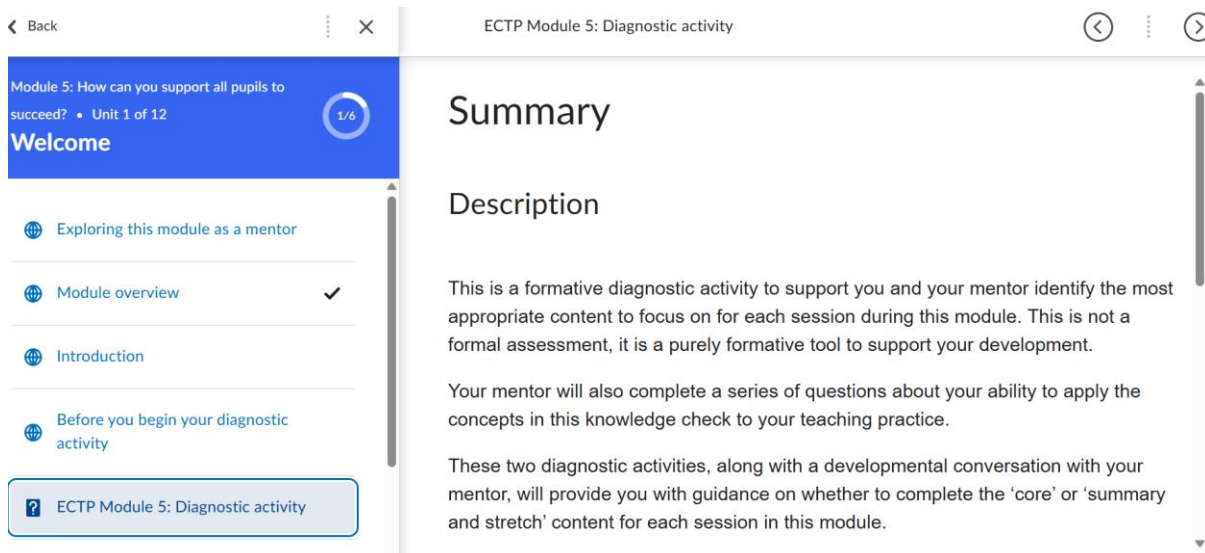
As a reminder, ECTs need to complete a diagnostic activity in the form of a series of questions, at the start of Module 5 before any of the content of the Module is released. ECTs will answer questions based on their prior knowledge.

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 5.

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'.



ECTP Module 5: Diagnostic activity

Summary

Description

This is a formative diagnostic activity to support you and your mentor identify the most appropriate content to focus on for each session during this module. This is not a formal assessment, it is a purely formative tool to support your development.

Your mentor will also complete a series of questions about your ability to apply the concepts in this knowledge check to your teaching practice.

These two diagnostic activities, along with a developmental conversation with your mentor, will provide you with guidance on whether to complete the 'core' or 'summary and stretch' content for each session in this module.

Module overview

Supporting all pupils to succeed is an important but very challenging aspect of high quality teaching. In this module you will hear a variety of educational specialists, including Chris Rossiter, Chief Executive Officer at 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 plus your 10-minute diagnostic activity. The sessions in this module are:

1. An inclusive classroom **(35 minutes)**
2. Adaptive teaching strategies **(45 minutes)**
3. Additional support **(45 minutes)**
4. Using the SEND Code of Practice **(45 minutes)**
5. Personalising support **(45 minutes)**

At the end of each session there is space to prepare for your upcoming mentor interaction that will build upon what you have learnt in the self-directed study.

You'll have the option of completing either the core or **summary and stretch** version for each session. You'll be guided towards the most appropriate content based on the outcome of your diagnostic activity, which you'll complete shortly.

Optional – Excellent Teaching in Special Schools

Course overview

The aim of this course is to further support early career teachers working in special schools. The course sits alongside your ECF modules and aims to build on, contextualise and supplement learning for ECTs working in special schools.

This optional course contains 8 units and is designed so that you can pick and choose the units and sessions that are most relevant to your practice and the pupils that you work with.

Course outline

This course is broken down into the following units:

1. Unit 1: Communication and interaction
2. Unit 2: Cognition and learning
3. Unit 3: Social, emotional and mental health
4. Unit 4: Sensory and/or physical needs
5. Unit 5: Behaviour
6. Unit 6: Understanding and developing early communication
7. Unit 7: Effective use of Teaching Assistants
8. Unit 8: Assessment

The ECT Seminars for Module 5 will take place during this week:

**ECT Module 5 – Seminar 1 & 2 combined – w/c 4 May 2026, 1.30pm – 4.30pm (face to face).
Please see your individual training calendars for the exact date of your seminar during this week.**

Title: Developing an inclusive classroom

Session length: 90 minutes

Objectives

By the end of this seminar, ECTs will:

understand how their attitudes towards inclusion can impact pupils' experiences at school

know what adaptive teaching is and what makes it effective

apply their understanding of using adaptive teaching strategies

reflect on their current approach to inclusion and adaptive teaching

ECT Module 5 – Seminar 2 –

Title: Supporting pupils with a greater level of need

Session length: 90 minutes

Objectives

By the end of this seminar, ECTs will:

know what the four broad areas of need and the graduated approach are

know how to make the graduated approach most effective

consider how they can use assistive technology to support pupils' individual needs

reflect on your current practice of using the graduated approach to support pupils with a greater level of need

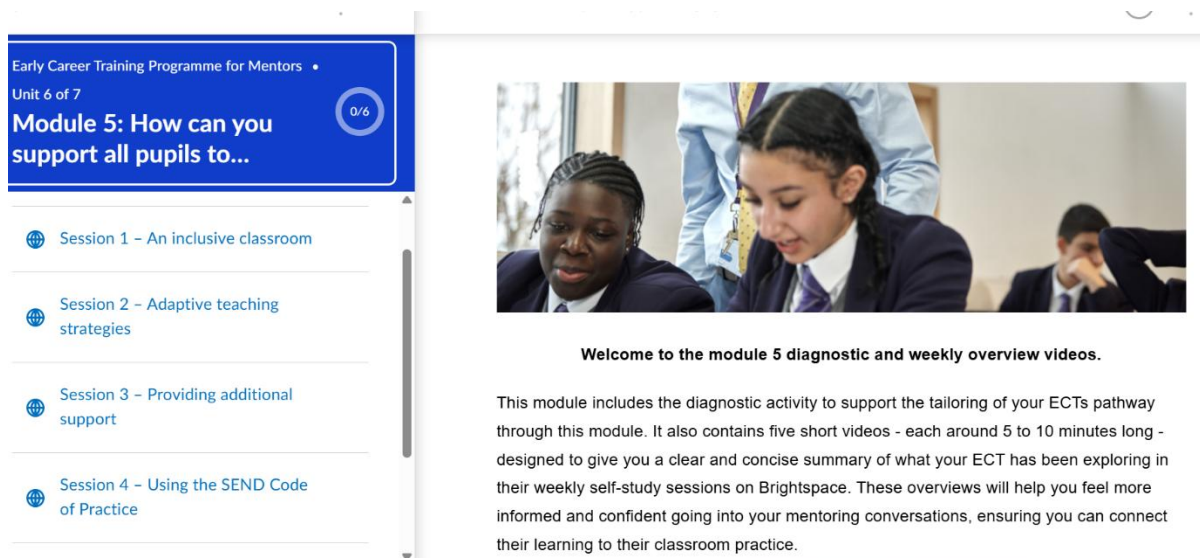
ECTs have their weekly self-directed study to focus on which takes between 30 – 60 minutes per week. The weekly interactions with their mentors are clearly set out in the Mentor's Programme Guide. Every week there is a recommended stimulus of either a 10-minute drop-in observation or a discussion. We 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.

An overview of the content of Module 5 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.

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 logs into Brightspace and accesses these videos their engagement is tracked.



Early Career Training Programme for Mentors •
Unit 6 of 7
Module 5: How can you support all pupils to... 0/6

- Session 1 - An inclusive classroom
- Session 2 - Adaptive teaching strategies
- Session 3 - Providing additional support
- Session 4 - Using the SEND Code of Practice

Welcome to the module 5 diagnostic and weekly overview videos.

This module includes the diagnostic activity to support the tailoring of your ECTs pathway through this module. It also contains five short videos - each around 5 to 10 minutes long - designed to give you a clear and concise summary of what your ECT has been exploring in their weekly self-study sessions on Brightspace. These overviews will help you feel more informed and confident going into your mentoring conversations, ensuring you can connect their learning to their classroom practice.

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 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 particular the diagnostic activity, 5 sections of self-study and post-module quiz.

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 5 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