

## **Year 1 September 2024 Cohort ECT/Mentor/IT Bulletin section June 2025**

Welcome to the final Early Career Framework (ECF) Bulletin from Vantage Teaching School Hub for the September 2024 cohort for this academic year. The purpose of this Bulletin is to share relevant information regarding the 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 ECF.

The first half of the Spring term 2025 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:**

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

### **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](mailto: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 ECF – IMORTANT**

The inductions for all Year 1 ECTs and Mentors who will be moving into Year 2 of statutory induction in September, will take place in **June and July 2025**. These dates have been advertised on your training calendars which you received in September 2024.

All Year 1 ECTs & Mentors should hopefully have booked onto **ONE** of the dates below to attend their Year 2 induction by booking directly via our website: [www.vantagetsh.org](http://www.vantagetsh.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.

If a new Mentor will be taking over the role from September 2025, for a Y2 ECT, it is very important ***that these Mentors book onto the NEW Mentor inductions and NOT this training***. Please also inform us of any Mentor changes.

**Y2 ECT Induction Tuesday 1st July 2025, 1pm to 4.30pm** at Lazaat, Cottingham

(<https://www.vantagetsh.org/course-booking/?eventid=87>)

**OR**

**Y2 ECT Induction Thursday 3rd July 2025, 1pm to 4.30pm** at Hull KR, Craven Park, Hull

(<https://www.vantagetsh.org/course-booking/?eventid=88>)

**Y2 Mentor Induction Tuesday 24<sup>th</sup> June 2025, 1pm to 4.30pm** at Lazaat, Cottingham

(<https://www.vantagetsh.org/course-booking/?eventid=85>)

**OR**

**Y2 Mentor Induction Thursday 26<sup>th</sup> June 2025**, at Hull KR, Craven Park, Hull

(<https://www.vantagetsh.org/course-booking/?eventid=86>)

## **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 ECF.

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.

## 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 overview

In this module, ECTs will learn how to design a carefully sequenced and coherent scheme of work and increase the likelihood that the teaching of it leads to successful learning for their 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? **(25 minutes)**
  2. Identifying concepts, knowledge and skills **(50 minutes)**
  3. Sequencing teaching and learning **(55 minutes)**
  4. Helping pupils master important concepts, knowledge and skills **(60 minutes)**
  5. Supporting pupils to build increasingly complex mental models **(75 minutes)**

Please find a [glossary for Module 6](#) to support ECTs with terminology used in the online modules and the live seminars here.

Throughout this module ECTs will see reference to the use of the assignment tool. Please note these are not official graded assignments, this is just the name of the tool used to share your reflections and notes with your mentor.

### **ECT Seminars for Module 6 combined w/c: 9 June 2025 (face to face)**

Seminars run on a Monday, Tuesday, Wednesday & Thursday, 2pm to 4.45pm. 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: Identifying and sequencing concepts, knowledge and skills**

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time.

In the upcoming seminar ECTs will explore:

- curriculum sequencing and why this is important for effective learning
- how to sequence concepts and knowledge to maximise pupils' learning
- how well you are applying this knowledge in the scheme of work you are writing/adapting

Prior to the seminar, ECTs should ensure they have completed:

- [What is the purpose of a curriculum?](#)
- [Examples and non-examples](#)



Important!

During the seminar ECTs will need:

- the scheme of work you have selected to adapt or create
- a scheme of work you have recently taught

- access to [Neil Almond's chapter 'Curriculum Coherence: How best to do it?](#)
- a pen and paper, or a device for note taking

## **Seminar 2: Supporting pupils to think critically**

This page will support ECTs in preparing for their upcoming seminar so that they can make the most of their time during the session.

In the upcoming seminar ECTs will explore:

- why pupils need an understanding of knowledge within a specified area when asked to think critically
- how to identify when and how pupils are asked to think critically within subject and phases
- opportunities in your scheme of work that will support pupils to think critically
- how to support pupils to apply learning to new situations

Prior to the seminar ECTs should ensure you have completed:

- [Identifying concepts, knowledge and skills](#)
- [Sequencing, teaching and learning](#)
- [Supporting pupils to build increasingly complex mental models](#)



Important!

During the seminar ECTs will need:

- a pen and paper, or a device for note taking
- the scheme of work you have created or adapted

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.

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 Stretch Content for Module 6

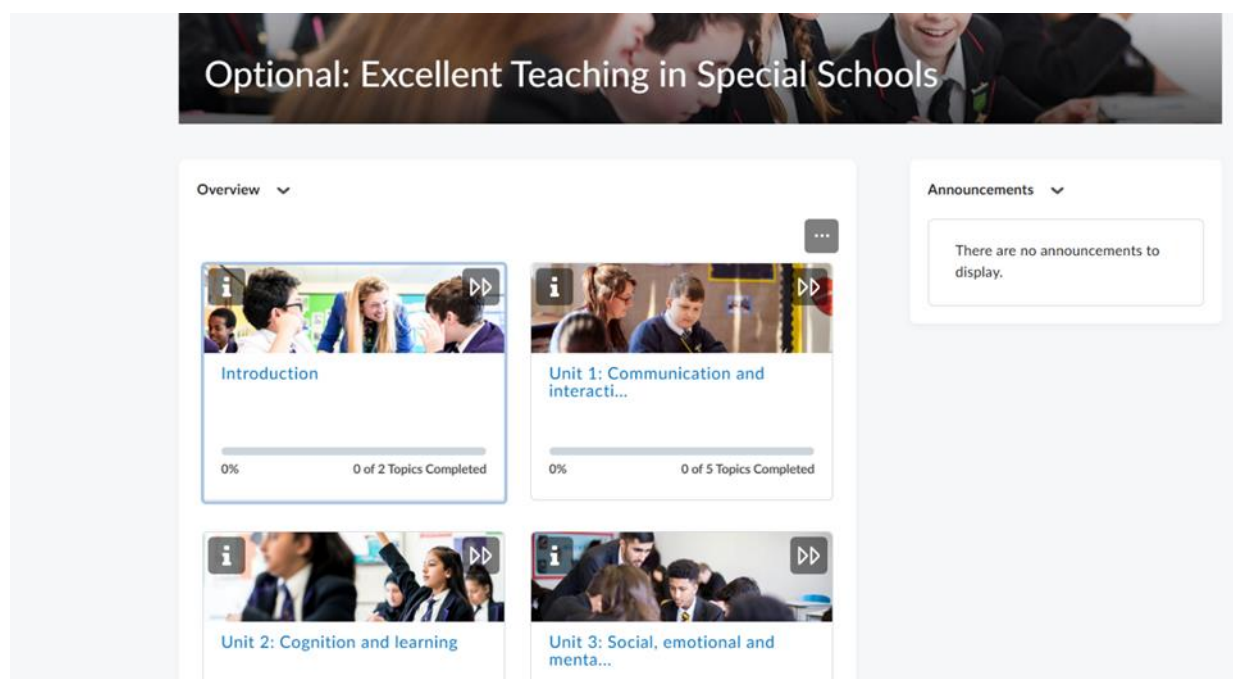
All Modules on Brightspace contain optional stretch content which ECTs may be advised to access by their Mentor or wish to access this independently. Please see the screenshot below for Module 6.

The screenshot displays the Teach First Brightspace interface. At the top, the header includes the Teach First logo, the course title "Module 6: How can you design a coherent curricul...", and navigation icons for a grid, chat, and notifications. A user profile for "AT Andrea Tonks" is also visible. Below the header is a blue navigation bar with links: "My Teach First", "Course Home", "Content", "Class Progress", "Course Tools", "FAQ", and "Contact Us".

The main content area is divided into a left sidebar and a main panel. The sidebar contains a search bar labeled "Search titles, descriptions" and a list of course items. The item "Stretch session: Reflecting on principles of curriculum design" is highlighted with a blue border. Below this, there are links for "Session overview" and "Introduction".

The main panel displays the title "Stretch session: Reflecting on principles of curriculum design" above a photograph of a teacher and two students looking at a book. Below the photo, a welcome message reads: "Welcome to the stretch session: Reflecting on principles of curriculum design. This session is optional and will take **approximately 90 minutes** to complete."

## Optional – Excellent Teaching in Special Schools



As advertised in the Welcome Conferences, this year we are offering special accreditation as detailed below:

# Optional accreditation

ECF is the foundation of effective classroom teaching because it is essentially about great habits of highly effective teachers.

Across the two years of the programme we implement an optional accreditation:

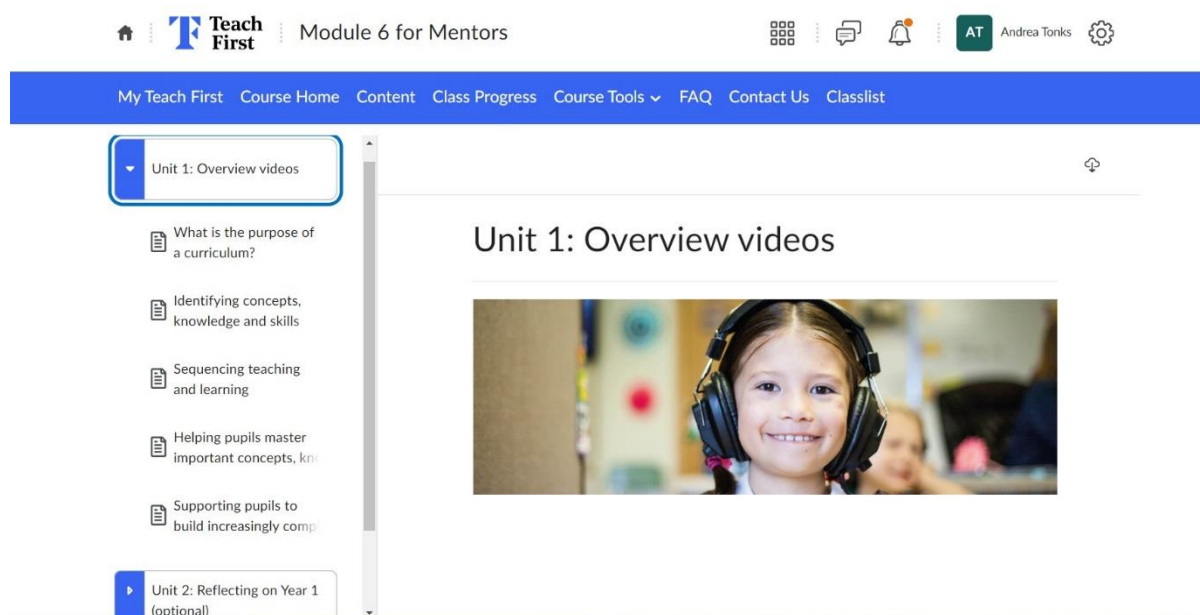
- **Bronze Level – Completed 3 Units of the Excellent Teaching in Special Schools**
- **Silver Level – Completed 5 Units of the Excellent Teaching in Special Schools**
- **Gold Level – Completed 8 Units of the Excellent Teaching in Special Schools**

ECTs will receive a certificate of either Bronze, Silver or Gold if they can prove that they have completed the above optional units.

19

## An overview of the content of Module 6 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 for 'Module 6 for Mentors'. The top navigation bar includes the Teach First logo, the course title, and user information (AT, Andrea Tonks). Below this is a blue navigation menu with links: My Teach First, Course Home, Content, Class Progress, Course Tools, FAQ, Contact Us, and Classlist. The main content area is titled 'Unit 1: Overview videos'. On the left, a sidebar lists topics under 'Unit 1: Overview videos': 'What is the purpose of a curriculum?', 'Identifying concepts, knowledge and skills', 'Sequencing teaching and learning', 'Helping pupils master important concepts, kn...', and 'Supporting pupils to build increasingly comp...'. Below these is 'Unit 2: Reflecting on Year 1 (optional)'. The main content area features a large image of a young girl wearing headphones and smiling.

Unit 2 – Self-study for Mentors is optional.

## Mentor Training

### **Mentor seminar 5&6 combined – w/c 19 May 2025**

The Mentor seminar 5 & 6 combined took place during w/c 19<sup>th</sup> May with the Zoom catch up session taking place on Monday 2nd June. This was the final seminar for Y1 mentors to attend for their Y1 training programme until they attend the induction into Y2 at the end of June 2025.



## 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 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 6 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 6 runs smoothly for you all – remember we are here to help should you need any support.

**Email: [teachingschoolhub@smchull.org](mailto:teachingschoolhub@smchull.org)**

**Tel: 01482 851136**

Best Wishes  
Andrea Tonks  
ECF Lead