

ECF Bulletin

Issue 2 - November 2024

**VANTAGE
TEACHING
SCHOOL HUB**
NORTH HUMBER



Welcome to the second Early Career Framework (ECF) Bulletin of the academic year 2024/2025 from Vantage Teaching School Hub. 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.



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 ECF 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

In this Bulletin

- IMPORTANT - Partnership agreements
- Recruitment of new ECTs and Mentors from January 2025
- Inductions for new Y1 ECTs and Mentors in January 2025
- Induction Tutor webinar
- My Teach First/Brightspace reminders
- Link to the Y1 September 2024 cohort Bulletin
- Link to the Y2 cohort Bulletin
- Link to the Y1 January 2024 cohort Bulletin

Partnership Agreements

We will shortly be sending, via email to all 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 2025?

We would be grateful if you could let us know if you will be recruiting any new Year 1 ECTs from January 2025 by completing the form attached: [click on here](#). The form will also be available on our website: www.vantagegetsh.org.

ECT and Mentor Inductions for new January cohort Year 1 2025

The Inductions for all new January 2025 cohort members starting Year 1 of the ECF will take place in January 2025 in order to ensure that both ECTs and Mentors are fully prepared to start the first year of the programme.

All ECTs and Mentors who have registered with Vantage for the January 2025 above will be sent joining instructions to their relevant seminar, 1 week prior to the seminar taking place.

- Y1 Mentor Induction for new Mentors (including Seminar 1).

Wednesday 15th January 2025 from 9.00am to 12.30 pm

Via Zoom and delivered in partnership with One Cumbria

- Y1 ECT Induction for new ECTs (including Seminar 1).

Wednesday 15th January 2025 from 1pm to 4.30pm

Via Zoom and delivered in partnership with One Cumbria

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; 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 10 October 2024, via Zoom. A recording has been circulated for all Induction Tutors who could not attend. During the meeting I shared the planned webinars for the academic year 2024/2025 designed to support Induction Tutors in their roles. These are detailed below:

Thursday 13th March 2025 4pm to 5pm (via Zoom)	Induction Tutor Spring Term meeting
Thursday 1st May 2025 4pm to 5pm (via Zoom)	April Cohort Induction
w/b Monday 2nd June 2025 Recording of onboarding webinar for new schools will be made available & circulated from this date	Onboarding webinar for new schools to ECF
Thursday 12th June 2025 4pm to 5pm (via Zoom)	Induction Tutor - Introduction to Y2
Thursday 19th June 2025 4pm to 5pm (via Zoom)	Induction Tutor Summer Term meeting

My Teach First and 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.

We appreciate that there are a small number of programme members who have experienced 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.

We have included a link here to a very useful document to support schools with access issues: Get to know My TeachFirst ([link](#) to this user guide)

Access Brightspace ([link](#) to this user guide)

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 ECF2023 (Year 2 ECTs) 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

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.
- The glitches and issues we saw previously have been resolved but from time to time we know that participants sometimes encounter problems. When this occurs, please use this link ['Contact Us'](#)

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 ECF 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 ECF programme which underpins statutory induction.

Time commitments

- ECTs and mentors should engage with ECF 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 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 2024/2025

(Including those who started their induction in April 2024).

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 2023/2024

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 2024 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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