

Year 1 January 24 ECT/Mentor/IT

Bulletin section November 2025

Welcome to the second Early Career Training Programme (ECTP) Bulletin from Vantage Teaching School Hub for the January 2025 cohort this academic year. The purpose of this Bulletin is to share relevant information regarding the Early Career Training Programme 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 which is the final Module of the first year of induction.

The first half of the Autumn term 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:

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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 6 of the Early Career Framework Programme will be available for ECTs, Mentors and Induction Tutors from now on Brightspace. In this module, ECTs will consider how to design a carefully sequenced and coherent scheme of work. They will develop curriculum design skills that will support them to design a curriculum for the whole year, key stage or the entirety of a child's school life. The self-directed study will support ECTs to develop or edit a full scheme of work, the focus of which will be decided in the first mentor interaction of the module.

ECT endpoint survey

ECTs who have been enrolled onto Module 6 should now be able to access the end of year survey. The survey will remain open until the end of November.

Reminder: This survey is a "release condition" for Module 6 content, meaning that ECTs need to submit their responses before continuing through the course.

Module overview

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

In this module, you 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 your pupils. The module is divided into 5 sessions outlined below, along with an estimated duration for completion.

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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 you with terminology used in the online modules and the live seminars here.

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 now familiar with Instructional Coaching and deliberate practice.

ECT SEMINARS

The ECT Seminars for Module 6 will take place during these weeks:

ECT Module 6:1 – Wednesday 5th November 2025, 4pm – 5.20pm (online via Zoom)

The first training seminar will encourage ECTs to reflect on the curriculum they teach and consider whether their sequence maximises pupils' learning.

Seminar 1: Identifying and sequencing concepts, knowledge and skills

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:

- 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 your seminar ensure you have completed:

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



Important!

During the seminar you 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

ECT Module 6:2 – Wednesday 3rd December 2025, 4pm -5.20pm (online via Zoom)

Seminar 2 is focused on supporting pupils to think critically. To develop understanding, ECTs will explore how knowledge and content support pupils to think critically and consider how they can plan for opportunities within the scheme of work that they are developing as part of the self-directed study.

Seminar 2: Supporting pupils to think critically

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

In your upcoming seminar you 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 your seminar 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 you will need:

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

MENTOR SEMINAR

The Mentor Seminar for Module 6 will take place as follows:

Mentor Module 6 – Webinar 6 – Wednesday 26th November, 4pm -5pm 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.

ECT and Mentor Inductions for Year 2 of the programme

The Inductions 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 booked onto the appropriate session offered which will be a half day, Zoom seminar:

Wednesday 10th December 9.00am to 12.00pm – Mentors Y2 Induction via Zoom

Wednesday 10th December 1pm to 4.00pm – ECTs Y2 Induction via Zoom

Joining instructions will be circulated to Mentors and ECTs in due course.

Year 2 subject information reminder

As a reminder, ECF year 2 seminars will be in subject-specific groups so it's vital that ECTs confirm their main subject (Secondary) or phase if they are Primary. An email has been sent to all January cohort ECTs asking them to confirm their main subject or phase so that we can allocate them to the correct subject/phase group which they will join from January 2026. We are still awaiting replies from some ECTs and ask that they reply asap with their subject/phase information.

The seminars in Y2 of the programme all cover the same pedagogical themes from the Early Career Framework however each Year 2 ECT will be carefully placed into a group based on the main subject or phase that we have been informed that they teach. This is to support them in networking with other ECTs & to view the strategies through a subject lens.

Updating ECT and Mentor details on the DfE portal

The DfE portal is open for Induction Tutors to add any new ECTs and Mentors for 2025/26 and also to make any changes to Y2 ECTs or Mentors on the 2024/25 tab of the portal. Induction tutors must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change. The link to access the portal is: <https://manage-training-for-early-career-teachers.education.gov.uk/>

End of Year 1 ECT formal assessment

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of 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. If you are registered with Vantage AB services then all assessments are completed on ECT Manager. You will receive an email with a reminder to complete the progress review as the Induction Tutor.

Once the assessment is completed, ECT Manager will send an email with a link for the ECT to write their comment regarding the review.

The formal review is a longer form to complete as it is against each of the Teachers' Standards.

We advised ECTs and Mentors at the Welcome Conferences to keep brief notes relating to the precise actions that have been set whilst working through the Modules on Brightspace. These can then be shared with the Induction Tutor.

There is an appendix at the back of the ECT's programme guide to keep notes on precise actions and also within the Mentor's handbook.

ECTs are also advised to keep brief notes about their achievements/ activities over the course of the term that they can share with the Induction Tutor.

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:

In every module there is 'Stretch Content' that can be accessed to develop learning further and also, '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 > 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 1 for ECTs > Course Tools (near the top) > Notes > Shared Items

We hope that Module 6 which is the final one for year one of the programme, runs smoothly for you all – remember we are here to help should you need any support.

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Best Wishes
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