

# ECTP Handbook for Induction Tutors

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## Foreword

We are delighted you are an induction tutor with us on the Early Career Training Programme (ECTP). Education Development Trust (edt) is one of five Lead Providers appointed by the Department for Education to deliver a package of support that forms the government-funded early career teacher entitlement (ECTE). Through this entitlement, the government is investing in early career teachers (ECTs) at the most critical stage in their career, giving them the dedicated time and structured support to thrive in their chosen vocation. There is also a dedicated package of development and support for mentors mentoring ECTs.

Education Development Trust (edt) is a global charity headquartered in England. We exist to transform the life chances of children and young people by improving education around the world. We have a strong track record in leading national initiatives here in the UK and are known as an organisation dedicated to school-led delivery and collaborative school improvement: working with schools for schools.

For this programme, we are partnering with Teaching School Hubs, multi-academy trusts and other school-groups across the country as our Delivery Partners (DPs). This means that the training mentors and ECTs receive has been designed centrally by a broad group of professionals from across the education sector and will be quality assured nationally. However, the training will be delivered by expert local practitioners, who you work with and who understand the unique needs of the school contexts in which your participants are working. You and the DP, will be the main point of contact throughout the programme for ECTs and mentors. You will work with your DP, your school colleagues, ECTs, mentors and other key stakeholders to help provide the support needed.

We believe the programme we have created will go a long way towards helping schools meet current challenges. We are looking to you to help us



support all ECTs as they embark on this exciting (if daunting) new stage in their professional development.

We have also created a programme of development for mentors to suit their varying experiences, expertise and development. Mentors will receive their own package of high-quality professional development, tailored to be sensitive and flexible to workload, expertise and interests, and to contribute to their own career progression.

We hope you are looking forward to this journey as much as we are.

**Fiona Rutherford**

**Programme Director – Teacher Development Programmes  
Education Development Trust**



## Education Development Trust: Our vision

We are an international not-for-profit organisation with the mission to transform lives around the world by improving education. We believe that by partnering with carefully selected sector experts, and by supporting teachers, practitioners and leaders to develop at whatever stage they have reached in their careers, together we can deliver transformational change that has the highest impact on learners worldwide.

- We invest annually in a major programme of research on what works in education, focusing on what works where, when, how and why.
- We build our ambitious programmes on the evidence of what delivers the most impact for educators and leaders, informed by the expertise of our strategic partners from across the UK and international education sectors.
- We share these evidence-informed insights to support our participants' journeys from their first years in teaching or early years provision, building on ITT and developing skills for post ITTECF career development and progression.

Our high-quality programmes are built on research-informed core principles and designed around the needs of educators to respond to the challenges of their context. In this way we can be confident that our at-scale programmes, our targeted research and our dynamic partnerships deliver the best of curricula and content, drive sustainable school and setting improvements, and raise outcomes for all learners.

From September 2025, building on the support available to early career teachers, the DfE introduced the Early Career Teacher Entitlement (ECTE). The ECTE will revise and improve the delivery of what was formerly referred to as the ECF programme, maintaining the grounding in evidence, to ensure the highest standards of professional development for new teachers. We are proud to be a trusted provider of the ECF programme being replaced by the ECTE as a result introduction of the ITTECF and are delighted to share our ECF



programme the 'Early Career Professional Development Programme' was judged by Ofsted as Outstanding. Please see excerpts from the report below and a link to the full Ofsted inspection report [here](#):

- Ofsted reported how early career teachers (ECTs) are “expertly supported and empowered to make a positive difference to the lives of pupils through edt’s programme”, helping us to build the confidence of both teachers and their pupils.
- Continually deepening and building knowledge is a key observation in the report. edt supports ECTs to “actively build on their prior learning”, using a “deep understanding of relevant research to inform their teaching”. At edt, we strongly believe in the use of the best available research evidence to improve education and skills outcomes.
- Ofsted also praised the high quality of our mentoring and leadership. Edt mentors are described as “the beating heart” of the programme, while “leaders’ commitment to quality assurance and improvement is a shining strength”.
- Our vision is to support and empower teachers, practitioners and leaders to embed relevant, contextualised and evidence-informed change in their settings and have the highest impact on improving pupil outcomes.



## **Your role as an Induction Tutor**

First, allow us to express our sincere thanks for taking on this role. It is one that is crucial to the development of early career teachers and mentors, and of great importance to your schools and local community more widely. We are very aware that many induction tutors will have been performing a similar function for some years now and will bring a wealth of experience to this role. For others, it will be new!

With the introduction of the ITTECF, we have changed the curriculum and how it is delivered in certain aspects for those ECTs and mentors training from September 2025. The ECPDP (Early Career Professional Development Programme) has now become the ECTP (Early Career Training Programme). We will support you to become familiar with our ECTP (our ITTECF programme), to understand the training design, the self-directed study and the requirements of you as an induction tutor to ensure effective leadership of the ECTP programme in your school, as well as harnessing your own experience and expertise.

### **Your training and guidance**

There is a short programme induction course for you to complete on the online learning platform. Alongside this programme induction for you, there are also programme inductions online for other key stakeholders including ECTs, mentors, training facilitators and DPs.

As part of your role, you are responsible for ensuring that your mentors and Early Career Teachers (ECTs), complete the Programme Induction Course at the beginning of their training. You must also ensure that they are fully supported throughout the programme to:

- Complete all mandatory content, and
- Attend all scheduled training sessions.



This support is essential to ensure consistent and high-quality professional development for all participants.

### **How funding works:**

Schools are funded to cover ECT time off timetable and mentor support during the 2-year early career teacher entitlement (ECTE). Funding comes from two sources.

- Year 1 funding from the dedicated schools grant to fund the ECTs first year of entitlement. Core funding is not 'earmarked' for ECTE, but headteachers should use it to cover the ECTs 10%-time off timetable.
- Year 2 funding is covered by grant funding. Schools will get one payment at the end of the ECTs second academic year which covers 5% off timetable and 20 hours of mentor support.
- Schools will be given up to 20 hours to carry out the mentor training for one year, the funding is paid in arrears on evidence the mentor has participated in the training.

Further information on funding can be found on [GOV.UK](https://www.gov.uk) (opens in a new tab). This provision represents a significant investment from public funds meaning engagement is audited by the DfE. We therefore ask for commitment from schools to ensure value for money in the delivery of this programme.

To help drive successful delivery of the programme you are provided with the following guidance and digital tools:

Guidance Document / Digital Tool	Purpose
This <a href="#">Induction Tutor Handbook</a>	Comprehensive guide that details everything you need to know for your role
Induction Tutor Newsletter	Termly communication with key updates from edt and DfE – these will include information for both ECTP and ECPDP programmes





Online learning platform report – digital solution	Functionality on the online learning platform to enable you to effectively monitor and support your ECT and mentor progress. Reporting tool functionality will be released in the autumn term.
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### Programme Expectations – what is expected of you:

What we expect the Induction Tutor (IT) to do:	What edt will do in partnership with the Delivery Partner (DP):
<b>Mentor Selection</b>	
<ul style="list-style-type: none"> <li>• Select mentors who are suitable and experienced for the role</li> <li>• Ensure high quality mentor interactions as per your school policy</li> <li>• Ensure mentors have time to complete the practical diagnostic where they see their ECT teach for 30 minutes in the first 2 weeks of each term</li> <li>• Speak to your DP for support regarding any practical diagnostic issues for guidance</li> </ul>	Provide high quality mentor training and resources
<b>Participant Registration</b>	
<ul style="list-style-type: none"> <li>• Ensure ECT and mentor registration details are correct on the DfE digital service and ensure mentors are linked to their ECT</li> <li>• Ensure mentor changes are updated in the DfE digital service</li> <li>• When participants leave or join the school update the DfE digital service</li> </ul>	Edt will provide visibility of the participants enrolled onto the programme in our online learning platform



<ul style="list-style-type: none"> <li>Ensure the edt email address <a href="mailto:edt@ecf.org">edt@ecf.org</a> and <a href="mailto:ecf@educationdevelopmenttrust.com">ecf@educationdevelopmenttrust.com</a> (<a href="#">opens in a new tab</a>) is authorised with your IT department to ensure onboarding emails are received</li> </ul>	
<b>Induction for Induction Tutors</b>	
Complete the Induction Tutor 'Induction' on the online learning platform as early as possible	<ul style="list-style-type: none"> <li>Provide a high-quality induction course</li> <li>Your DP will provide support with any queries you may have</li> <li>Ensure responsive customer service support from edt to DPs and schools</li> </ul>
<b>Self-Directed Study and Training Session release time</b>	
<p>Ensure ECTs and mentors have time protected to:</p> <ul style="list-style-type: none"> <li>Complete their programme induction at the start of their ECTP training</li> <li>Complete their self-directed study</li> <li>Attend termly training sessions</li> <li>Mentors to complete practical diagnostic drop-in</li> </ul>	<ul style="list-style-type: none"> <li>Provide Induction Tutor handbook</li> <li>Provide regular programme updates</li> </ul>
<b>Mentoring Sessions</b>	
<p>Release time for ECT's and mentors to meet weekly for their mentoring sessions in year 1 and fortnightly in year 2 which will include:</p> <ul style="list-style-type: none"> <li>Learning Path Discuss meetings</li> <li>Drill-down meetings: practical diagnostic Action Step</li> </ul>	<ul style="list-style-type: none"> <li>Respond to your communications in a timely manner</li> <li>Ensure visibility of knowledge diagnostics</li> </ul>



<ul style="list-style-type: none"> <li>• Discuss meetings</li> <li>• 15 minute lesson drop-ins</li> </ul>	
<b>Learning Path Selection</b>	
<ul style="list-style-type: none"> <li>• Ensure mentors fulfil their responsibility to select their ECTs Learning Path within two weeks of the ECT completing the knowledge diagnostic at the start of each module</li> </ul>	<ul style="list-style-type: none"> <li>• At two weeks edt will notify the DP where a Learning Path has not been selected, the DP will then contact you to support and check the mentor is registered correctly</li> <li>• If the Learning Path is not selected by the third week, the ECT will be automatically enrolled onto the 'Consolidate' Learning Path and will receive a notification of this to avoid further delays in learning</li> <li>• Outline a change process for pathways incorrectly assigned, actionable through discussion and approval with the DP</li> </ul>
<b>Engagement</b>	
<ul style="list-style-type: none"> <li>• Ensure ECTs remain and engage on the programme for the two-year duration and complete 100% of the required activity credits for their course</li> <li>• Ensure mentors remain and engage on the programme for the one-year duration and complete 100% of the required activity credits for their course</li> </ul>	<ul style="list-style-type: none"> <li>• Use highly skilled trainers</li> <li>• Provide high quality programme content</li> <li>• Provide access to engagement and event attendance reports on the online learning platform</li> <li>• Inform you when participants are off track with their learning</li> </ul>



<ul style="list-style-type: none"> <li>• Ensure ECTs and mentors are on track with their self-directed study</li> <li>• Ensure ECTs and mentors attend training sessions or watch the recording</li> </ul>	
<b>Participant Support</b>	
<ul style="list-style-type: none"> <li>• Contact your DP and/ Appropriate Body as appropriate with any changes of circumstance for ECTs or mentors that may affect their ability to complete the programme</li> </ul>	<ul style="list-style-type: none"> <li>• Build a participant journey where ECTs and mentors feel energised by what they are learning</li> <li>• Provide a deferral policy</li> <li>• Provide a non-standard induction policy</li> </ul>
<b>Statutory Induction</b>	
<ul style="list-style-type: none"> <li>• Understand and complete activity related to the ECT statutory induction – please refer to your Appropriate Body to ensure you have all the information required</li> </ul>	<ul style="list-style-type: none"> <li>• Signpost to your Appropriate Body</li> </ul>
<b>Withdrawal</b>	
<ul style="list-style-type: none"> <li>• Notify your DP as well as the Appropriate Body (AB) in the event of participant withdrawal from the programme or a mentor no longer mentoring (the DfE do not share the AB information with training providers)</li> <li>• Update the DfE the digital service when a participant leaves the school</li> <li>• Provide one-term written notice giving a reason for school withdrawal to your edt and DP</li> </ul>	<ul style="list-style-type: none"> <li>• DPs will notify edt of participant and school withdrawal</li> <li>• Edt will update the DfE</li> </ul>



<b>External Evaluation / Ofsted</b>	
<ul style="list-style-type: none"><li>Facilitate external evaluation in line with requirements from the DfE and or Ofsted where required</li></ul>	<ul style="list-style-type: none"><li>Be sensitive to the school workload of ECTs and mentors and avoid the busiest times in the school calendar for training sessions</li></ul>



## Understanding the offer for ECTs

There is a lot to learn at the start of any career. This two-year programme of support is designed to ensure ECTs can focus on the things that will make the most difference in the classroom and on their professional practice.

Our evidence-led programme has been created with inputs from:

- Our many school-based partners
- Professor Jan Dubiel – early years expert
- The National Literacy Trust – literacy, oracy and English as an Additional Language experts
- Equals – Special Educational Needs and Disabilities professionals

The programme has been designed around what really works and how people really learn, making sure your ECT will learn skills they can use straight away and flourish in their chosen career.

ECTs will experience engaging and fully accessible online learning, alongside face-to-face and virtual training sessions delivered by school-based experts. The programme schedule has been carefully constructed to be compatible with the realities of ECTs' timetables and capacity.

This programme will enable your ECT to:




- Move from foundational understanding of the concepts and techniques in the ITTECF – met first in their initial teacher training – through to mastery of this knowledge
- Explore the evidence behind education research and consider the implications for their classroom
- Develop their teaching through practical ideas and exemplifications of the research in practice, with examples spanning all phases, subject areas and specialist contexts
- Continually reflect on their development, identifying areas of strength and areas for improvement, supported by you as their dedicated guide



- Engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers

## What will your ECTs be doing?

Here is an overview of the ECT schedule:

ECT		Year 1			Year 2			Total hours
		Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
	ECT training sessions	6 hours	6 hours	6 hours	4 hours	4 hours	4 hours	30 hours
	Self-directed study	10 hours	10 hours	10 hours	4 hours	4 hours	4 hours	42 hours
	Mentor meetings	12 hours	12 hours	12 hours	6 hours	6 hours	6 hours	54 hours
		(Weekly mentoring)			(Fortnightly mentoring)			

Over the course of the Early Career Training Programme, ECTs will work through 6 modules in total, 3 in their first year and 3 in their second. These modules comprise of a blend of face-to-face training (year 1), virtual or face-to-face training sessions (year 2), self-study, and weekly (year 1) and fortnightly (year 2) 1:1 mentoring sessions.

Please download the guidance on non-standard induction for training and mentoring schedule information if your ECT or mentor is not undertaking training over the standard two-year programme duration. Download non-standard induction guidance [here](#)

## ECTs working part-time

Will have the choice of the two training options detailed below. We recommend the two-year option for ECTs FTE 0.8 or above and advise ECTs



discuss with you and their mentor which would be the most appropriate option for their personal circumstances.

**Option 1:** complete the programme fully in two years (6 terms). Suitable for FTE 0.8 or above:

- Proportionately, this would involve a marginally greater workload, but you may prefer not to have the course duration extended.

**Option 2:** Complete the programme over three years (9 terms), with the following adjustments:

- Attend training sessions each term over the first two-years in line with the standard two-year programme model with their peers and benefit from that network experience.
- Work through the self-directed study materials over three years to work at a steady pace.
- Self-directed study time is reduced over the first two years to support event attendance and workload.
- ECTs will meet with their mentor fortnightly rather than weekly.

ECTs will also complete a programme induction on the online **learning** platform ahead of starting their learning. This will provide them with information about the programme, their role and learning and also, how to navigate the online platform.

## **Self-study overview**

This is aimed to give you an overview of what ECTs will be covering in their own self-study which will then feed into their overall learning and feature in training sessions. ECTs' self-study resources are a series of engaging, interactive learning materials, in which they will explore the research behind the ITTECF and gain a window into examples from a wide range of contexts.





**2b.1 Working in partnership with expert colleagues Consolidate**

20% COMPLETE

2b.1 Working in partnership with expert colleagues

Activity 1: Why this, why now? (5 mins)

Activity 2: What does the evidence say? (30 mins)

Activity 3: What might this look like in your classroom? (20 mins)

Activity 4: Have you understood? (5 mins)

**Welcome to 2b.1 in Module 2.**

This is the first section in topic 2, which centres around Better teaching through collaboration and professional learning. As always, this section should take you around an hour to complete. There's no need to complete it in one go – you can easily pick up again where you left off. You will work through to answer these questions:

- Activity 1: Why this, why now? (5 mins)
- Activity 2: What does the evidence say? (30 mins)
- Activity 3: What might this look like in your classroom? (20 mins)
- Activity 4: Have you understood? (5 mins)

Click below to see the intended learning outcomes for your study of this section, which are all statements taken from the Initial Teacher Training and Early Career Framework (ITTECF)

**Learn that:**

**Learn how to:**

ECTs will find their self-study on the online platform, which they can access on any device. The interactive materials are intuitive to navigate and fully accessible. We are explicit and upfront about the time commitment required in every bit of self-study. Your ECT can complete their self-study in bite-sized chunks, just picking up automatically from where they left off.

## Self-study in Year 1 and 2

### Year 1:

ECT's self-study resources are a series of engaging, interactive learning, in which they will explore the research behind the ITTECF and gain a window into examples from a wide range of contexts.

ECTs will access their self-study on the purpose-built online learning platform. Every term they will start a new module. In Year 1 each module has 2 topics – one per half term. There are 4-hour-long self-study sessions for each topic, although they don't need to do the full hour in one go.

The first year focuses exclusively on content from the ITTECF, ensuring ECTs have full coverage of the required knowledge and skills. For each topic, the



ECT and mentor will decide whether it's best to do the Consolidate or the Extend Learning Path through those materials. Both Learning Paths have full curriculum coverage and take the same amount of time to complete, with the Consolidate version focusing more on embedding core knowledge and skills and the Extend version looking to provide a little more challenge in more complex scenarios. Both versions are equally focused on putting what ECTs are learning into practice and making an immediate difference to their teaching. There are no preferred Learning Paths, the ITTECF is not an assessment framework – the selection of a Learning Path is rooted in the mentor's professional judgement, context, discussion with the ECT and the mentor's understanding of their ECT's developmental needs.

In order to decide the ECTs Learning Path, the ECT and mentor will complete selected activities and use these findings to ensure the selected Learning Path best meets the needs of the ECT.

These are the modules ECTs will study in Year 1:

Module	Topic	
<b>Module 1</b>	<b>Belonging &amp; Learning</b>	
	Topic 1a	A positive climate for learning
	Topic 1b	How pupils learn
<b>Module 2</b>	<b>Teaching &amp; Collaborating</b>	
	Topic 2a	Effective, adaptive teaching
	Topic 2b	Better teaching through collaboration & professional learning
<b>Module 3</b>	<b>Curriculum-making &amp; assessing</b>	
	Topic 3a	Subject & curriculum knowledge
	Topic 3b	Assessment, feedback & questioning

### Step 1:

At the start of each module the ECT will complete a knowledge diagnostic as part of their self-study. This is a low-stakes quiz of 30 questions which cover



the content of both topics in the module. It is crucial to emphasise that this is not a test or a formal assessment.

The mentor will also conduct a practical diagnostic where they will 'drop-in' to one of their ECT's lessons for 30 mins as part of the Instructional Coaching cycle. This, again, is not a formal observation.

### Step 2:

The practical diagnostic 'drop-in' will be followed by a 'Learning Path discuss' meeting where you and your ECT will discuss the practical diagnostic and the results from the knowledge diagnostic.

### Step 3:

The ECT and mentor then collaboratively choose the most appropriate Learning Path for the ECT for each of the two topics in the first module. The mentor then selects the chosen Learning Path on the online platform to open up the ECT's self-directed study.

**To support professional discussion we ask the ECT to bring and share the results of their Knowledge Diagnostic Quiz to the Discuss Meeting.**

The knowledge and practical diagnostic sequence should be completed in the first two weeks of the term. This sequence is then repeated for each module, each term in Year 1 to decide upon the ECT's Learning Paths for the module.

**Steps 1-3 should be completed in the first 2 weeks of term for every module**

### Guidance documents

Practical Diagnostic Guidance  
Guidance on your first practical  
diagnostic

[Download here](#)



Module 1 Practical Diagnostic Guidance	<a href="#">Download here</a>
Module 2 Practical Diagnostic Guidance	<a href="#">Download here</a>
Module 3 Practical Diagnostic Guidance	<a href="#">Download here</a>

Information about what the weekly mentoring sessions look like in practice is detailed in the mentor training overview section of this handbook.

### **Year 2:**

Every term an ECT will start a new module, this will include embedding and deepening knowledge, undertaking teacher-led enquiry and choosing from mini modules to support their interests and learning needs.

The second year is designed to gradually move ECT's attention to 'life beyond induction'. They will be growing in knowledge and confidence at this point and ready for a bit more flexibility and choice over what they focus on.

This is what ECTs will study in Year 2:

<b>Module</b>	<b>Topic</b>
<b>Module 4</b>	<b>Embedding &amp; Deepening Learning</b> Study that builds on the ITTECF but takes you deeper into recent evidence.
<b>Module 5</b>	<b>Improving Practice through Teacher-Led Enquiry</b> A chance to explore an enquiry question of your own choosing, which you will do a small piece of research focused on your classroom practice and share your findings. You and your mentor will decide how you share your findings, what this will



	look like and who the audience is. For example, it could be a presentation to your peers or it might be a written report which you share with your mentor or more widely in school.
<b>Module 6</b>	<b>Focusing on Professional Development</b> A choice of two mini-modules to complete from a whole range of different topics, all designed to introduce you to more specialised areas that will support the next steps in your career.

## Year 1 training overview

As mentioned ECTs will be expected to attend 3 face-to-face training sessions in Year 1 and will need to be released from school to attend these. These will be hosted by your local DP.

- Year 1 training will complement self-directed study by 'spiralling' through the three modules each term.
- ECTs will meet with their peers and be led by expert local facilitators, who understand the area, its schools and their needs. In Year 1 all training sessions will follow the same format but focusing on different aspects of the ITTECF.
- The training is designed to spiral through the ITTECF evidence base and support and extend ECTs' self-directed study, ensuring that the training is relevant to all ECTs regardless of their intake e.g. September, January or April.
- The Year 1 training has been designed so that it covers relevant aspects of each of the three ECTP modules. There are three distinct Parts in each training session, each focusing on one of the three Year 1 modules.

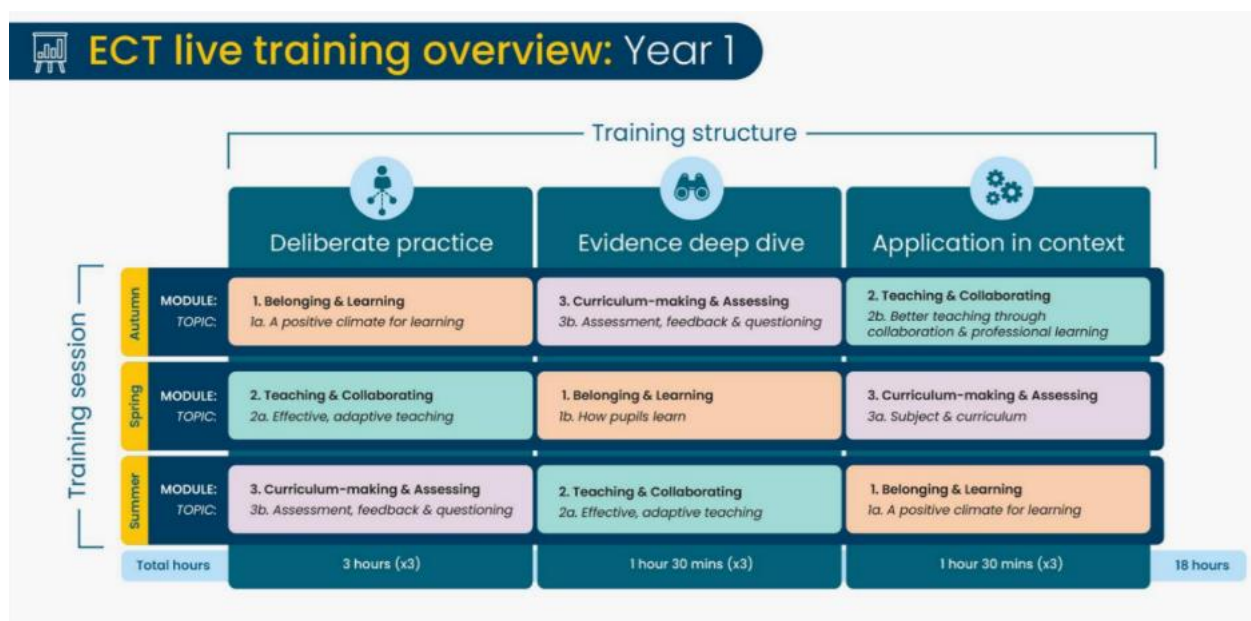
<b>Part 1 Training Session (3 hours)</b>	<b>Part 2 Training Session (1.5 hours)</b>	<b>Part 3 Training Session (1.5 hours)</b>
focuses on <b>deliberate practice</b> and supports	Focuses on <b>evidence deep-dives</b> , giving ECTs	focuses on <b>application in context</b> , supporting ECTs



ECTs by delivering three activities that provide structured opportunities to develop their teaching and planning skills and translate theory into classroom practice. There are guided opportunities for ECTs to experiment in a low-stakes way with pedagogical concepts, techniques and classroom scenarios.	the ability to deepen their understanding of the ITTECF evidence base.	to further network and explore the application of elements of the ITTECF evidence base, through three focused structured, active tasks that enable collaboration, analysis, deep thinking and sharing of practice to enhance application in context.
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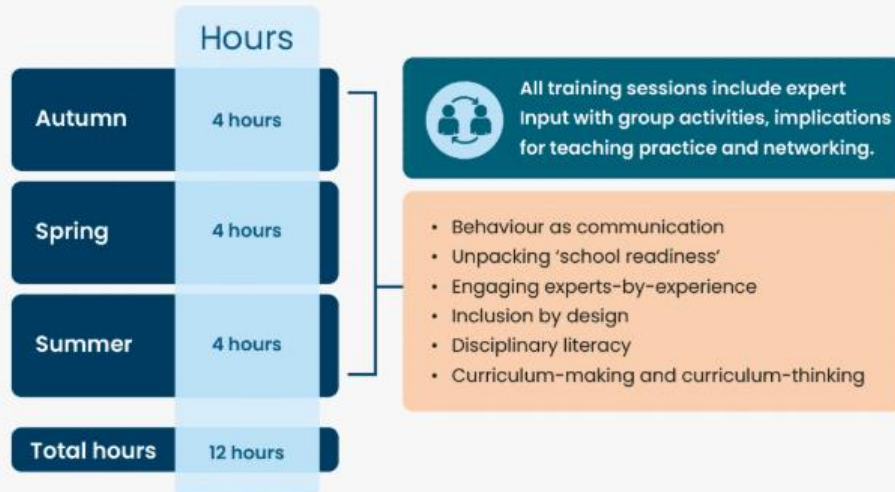
Each training session also provides purposeful time for action planning and reflection.

Below you can see the structure and the content covered in each year 1 training session:





## ECT live training overview: Year 2



### Year 2 training overview





Year 2 training will enable ECTs to further explore ITTECF-based topics through 'expert' inputs and group activities.

DPs will choose an expert input session to run for ECTs each term. Each session lasts for four hours. These will include input from nationally/internationally recognised experts and will include a series of related activities, opportunities for discussing the key ideas and their implications in practice, as well as networking.



## Understanding the offer for mentors

Here is an overview of the mentor schedule:

Mentor		Year 1			Total hours
		Term 1	Term 2	Term 3	
	Programme induction	1 hour			1 hour
	Mentor training sessions	6 hours	2 hours	2 hours	10 hours
	Self-directed study	2.5 hours	2.5 hours	2.5 hours	7.5 hours
	Mentor meetings	12 hours	12 hours	12 hours	36 hours*
		Weekly			
*Mentor meetings continue fortnightly in year 2					

There are several different types of mentor who can support an ECT training on the Early Career Training Programme with edt. All mentor role types including those already trained through the Early Career Professional Development Programme (ECPDP) are expected to complete the mentor online induction course to ensure they are equipped with the vital information required to perform their role on the new ECTP programme. This [document \(opens in a new tab\)](#) defines each mentor role type with a description, training expectation and funding information.

### 'ITT trained' mentors

In recognition of prior ITT and/or ITTECF and mentoring knowledge/experience but also their need for ECTP training, 'ITT trained' mentors will benefit from reduced self-directed study hours 'ITT trained' mentors will, however, have full access to all the mentor training content to select self-directed study most





relevant for them. Please read [this guidance \(opens in a new tab\)](#) for further information.

All mentors even those who have already trained on the legacy programme ECPDP should complete an online induction ahead of starting their learning and supporting their ECT. This will provide them with information about the programme, their role and learning and also, how to navigate the online platform.

### **School-led trained mentors**

A mentor who self-reports via our onboarding questionnaire that they have previous experience of ECF mentor training through a 'school-led' training provision using DfE approved materials and who never accessed an online training provision with a training provider is eligible for funding on ECTP. These mentors will benefit from reduced self-directed study hours the same as 'ITT trained' mentors described above. 'School-led' trained mentors will be given the role of 'ITT trained' mentor as they will access the same course as 'ITT trained' mentors.

### **Important Notice ECPDP-Programme Mentors**

It is important that a new mentor supporting a participant on the previous version of our programme (ECPDP), ensures they complete their own training using ECTP-specific materials. Completing activities in the ECPDP platform may cause tracking issues and impact engagement records which are essential to confirming a mentor future status as a fully trained mentor on completion training. We have added a message as reminder to the online learning platform for these mentors to double-check the programme name before starting any activity.



## Self-directed study

Like ECTs, mentors also have self-study on a purpose-built platform. As an induction tutor, it is important to note that the mentor's self-study will contribute to their knowledge and personal development so it is crucial that they have time to complete this learning.

The core self-directed study resources are:

- Module **Practical Diagnostic guidance** to read before carrying out each term's Practical diagnostic
- **Guidance sheets** and **tools** for each mentoring session they will hold
- **Understanding the evidence resources** (one per ECT self-study session) these are documents which mentors can access to support their 'Discuss' meetings and ensure they are fully up to speed with what they ECT is learning, and to support their own understanding of the evidence base for that particular self-study session

There will be a range of additional professional development resources available to mentors, which we will add to as the course progresses. These are all optional and purely for mentors' own intellectual interest and career progression.

## Mentor training overview

Mentors will start the programme with a 6-hour face to face session where they will meet with their local peers in-person and spend the day getting to the facilitator and DP, learning about the programme, ensuring they understand how to make the most of all programme resources and in deliberate practice of Instructional Coaching principles and techniques. An agenda for what mentors will cover in term 1 can be seen here:

- The importance of mentoring
- ITTECF
- You, as a mentor on ECTP



- Impactful Instructional Coaching
- Mentoring tools

In term 2, mentors will then have a 2-hour session (which can be in-person or virtual) of expert input on a range of ITTECF-related areas. To end the mentor programme in term 3, mentors will meet online or in-person to focus on preparing for guiding their ECT through their Year 2.

For completeness of training, **it is important that mentors attend Mentor Training Session 3 in term 3 even if they are not expecting to mentor a Year 2 ECT the following term**, this ensures that they are fully trained on the new programme should they mentor a Year 2 ECT at a later date/in a later term. Please note: mentor formal training on this programme spans one year only, but they will retain access to all programme resources for as long as they continue in their mentoring role on the Early Career Training programme.

### **Instructional Coaching**

In Year 1, the mentor will meet with their ECT weekly. The sessions will be based on an Instructional Coaching model. Instructional Coaching is a strongly evidenced model of support for teacher practice. In terms of impact on pupil outcomes, it has a stronger evidence base than any other form of CPD (Sims, 2019). This is why all mentors on this programme will use it as a model for their 1:1 mentoring sessions.

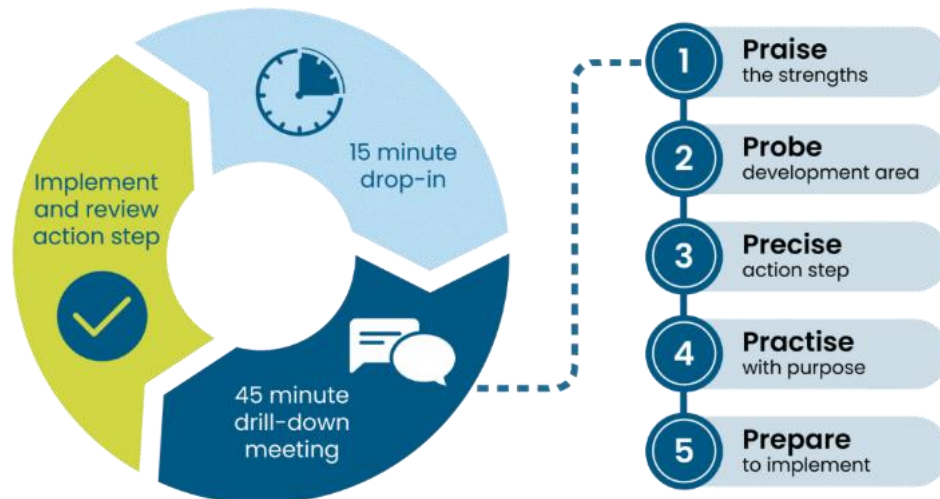
Instructional Coaching involves an expert teacher or practitioner working individually with a novice to support their learning at the start of their career. Not to be confused with traditional coaching and open-ended questions, crucially, Instructional Coaching involves revisiting specific skills, with bite-sized feedback each time. Mentors won't just tell their ECT what they need to improve but how to improve. This will involve mentors dropping-in to their ECT's lessons and support them with appropriate Action Steps to help develop their teaching. If your school has a standard process of using video to aid



capacity for mentor drop-in activities then this would be fully acceptable to assist mentors and ECTs.

This is our model for Instructional Coaching.

## ECTP Instructional Coaching



### What does weekly mentoring look like in practice?

Mentor sessions will follow the pattern in the interactive model below. This is a suggested *best fit* approach for mentor weekly meetings in Year 1. There are of course opportunities to carry out more drop-ins or discuss meetings as appropriate to ECTs and mentors are welcome to flex the approach, but must ensure that 1 practical diagnostic drop-in (30 mins), 2 drop-ins (15 mins), 2 drill-downs (drop-in feedback meetings) and 6 discuss meetings take place per term.

You will need to agree the timings and logistical arrangements with your mentors, as best suits you and your school. If practical diagnostics are challenging at the start of the new year, for example due to staggered intakes please contact your DP for support.



Mentors will learn how to conduct each type of session in their first face-to-face training session, they also have information on the different aspects of mentoring in their own programme induction. They will also be supported with simple guidance and easy-to-use tools for their mentoring. Click this [link](#) to access the mentor form walkthrough guidance video.

**We ask for very little ‘paperwork’, so please do not be concerned that your mentors will have a significant admin load to carry out their role on this programme!**

**This is the week-by-week guidance for your mentors:**

Week	Mentoring Task	Timing	A reminder
1&2	Practical Diagnostic drop-in	30 minutes	The practical diagnostic is when mentors explore their ECT's teaching strengths and areas of development based on the current module an ECT is working on. It is not a formal observation but an opportunity for mentors to focus on ECT's teaching through the lens of the current module.
	Learning Path Discuss meeting	30 minutes	In this meeting mentors and ECTs will decide the most appropriate Learning Path for the two topics in the current module. Mentors and ECTs will decide the Learning Path by considering the findings from the knowledge diagnostic (a quiz on the module content), the practical diagnostic and through discussion with their ECT. The Learning Path is an ECT's journey through the self-study materials.
	Drill-down meeting: Practical	60 minutes	In this meeting mentors and ECTs will discuss their reflections from the practical



	Diagnostic Action Step		diagnostic and to set an Action Step for the ECT to work on based on the drop-in.
3	Discuss meeting 1	60 minutes	This meeting is for mentors and ECTs to discuss their self-study materials. Mentors have access to guidance documents for each of the four areas of self-study that the ECT covers in the topic. This means they can choose which area of self-study to explore further with their ECT based on need. These meetings will support their ECT with their understanding of the evidence base. There are opportunities to challenge and stretch ECTs in the meeting guidance documents.
4	Discuss meeting 2	60 minutes	
5	Drop-in 1	15 minutes	This is when a mentor will drop-in to their ECT's lesson for no longer than 15 minutes. This is an opportunity to see how the last Action Step has been implemented in the classroom and identify their ECT's teaching strengths and areas of development.
	Drill-down meeting 1 with Action Step	45 minutes	The drill-down meeting enables a mentor to discuss the drop-in with their ECT. Edt have provided a feedback model to use called the 5P approach, which will support mentors to discuss their ECT's teaching strengths, areas of development and review the current Action Step. Mentors will also set a new Action Step or agree to continue the current Action Step.
6	Discuss meeting 3	60 minutes	This meeting is for mentors and ECTs to discuss their self-study materials. Mentors have access to guidance documents for each of the four areas of self-study that the ECT covers in the topic. This means they can
7	Discuss meeting 4	60 minutes	



			choose which area of self-study to explore further with their ECT based on need. These meetings will support their ECT with their understanding of the evidence base. There are opportunities to challenge and stretch ECTs in the meeting guidance documents.
8	Drop-in 2	15 minutes	This is when a mentor will drop-in to their ECT's lesson for no longer than 15 minutes. This is an opportunity to see how the last Action Step has been implemented in the classroom and identify their ECT's teaching strengths and areas of development.
	Drill-down meeting 2 with Action Step	45 minutes	The drill-down meeting enables a mentor to discuss the drop-in with their ECT. Edt have provided a feedback model to use called the 5P approach, which will support mentors to discuss their ECT's teaching strengths, areas of development and review the current Action Step. Mentors will also set a new Action Step or agree to continue the current Action Step.
9	Discuss meeting 5	60 minutes	This meeting is for mentor and their ECT to discuss ECT'S self-study materials. Mentors have access to guidance documents for each of the four areas of self-study that the ECT covers in the topic. This means they can choose which area of self-study to explore further with their ECT based on need. These meetings will support their ECT with their understanding of the evidence base. There are opportunities to challenge and stretch their ECT in the meeting guidance documents.
10	Discuss meeting 6	60 minutes	



11	Mentor choice based on ECT need	60 minutes	This is space in the term for mentors and ECTs to agree the best use of this meeting time. They may choose to complete an additional drop-in and drill-down meeting. They may find it more useful to undertake another discuss meeting. This flex is built into the mentoring cycle to give time to best support ECTs.
12	Reflect and look forward	60 minutes	Mentors will use this time to reflect on the current module with their ECT, their progress and areas of strengths. They will also look forward to the next module by exploring what will be covered and what they will be learning.

### Completing the Diagnostic with Reduced Teaching Hours

We recognise that in some schools, particularly where pupil entry is staggered (e.g. reception classes), ECTs may begin the term on reduced teaching hours. Here's what you need to know:

- **Diagnostics Are Still Essential** – The practical diagnostic must be completed with a class the ECT is teaching, even if their timetable is initially lighter.
- **When to Complete It** – If it cannot be done in the first week, please schedule it as soon as teaching hours allow. Completing it late is still essential to ensuring accurate tailoring of support as the ECT's programme progresses.
- **Learning Paths** – The diagnostic helps guide whether an ECT begins on Consolidate or Extend. At this early stage, don't worry if reduced hours mean Consolidate is auto-assigned initially; both paths cover the same framework. Stretch and challenge content will always be available.
- **Change Requests** – In exceptional cases, where DPs have robust prior knowledge and clear evidence that an ECT should be on Extend, they





may approve a Learning Path change if the diagnostic was delayed but still completed. Mentors should discuss this with you their IT and you can submit a request to the DP as per the process in the [Diagnostics & Learning Path guidance](#)

Your mentors role in supporting ECTs through this process is crucial. Thank you for helping them get off to a strong start, even when early term logistics make things more complex.

## **Year 2 – Supportive coaching**

In Year 2, mentors will meet with their ECT every fortnight. In these sessions, the focus will be on supporting your ECT through their chosen study options and helping them work through challenges and opportunities as they navigate their second year in the classroom.

Your mentors also have access to the guidance documents below to support them:

<b>Guidance documents</b>	
Practical Diagnostic Guidance Guidance on your first practical diagnostic	<a href="#">Download here</a>
Mentor Guidance – Drill-down meetings Reviewing and setting precise Action Steps	<a href="#">Download here</a>
Mentor Guidance – Drill-down meetings The 5P approach	<a href="#">Download here</a>
Mentor Guidance – Drop-ins	<a href="#">Download here</a>
Mentor Guidance – Discuss meetings	<a href="#">Download here</a>



## **Programme evaluation**

The mentor and ECT will be asked to complete surveys at each training session and at key points during the academic on the Online Learning Platform. These surveys play a crucial role in helping us understand experiences and preferences. By gathering feedback, we gain valuable insights into which aspects of the programme are working well and where we can make improvements. We share anonymised, headline data with the Department for Education to support their evaluation of the programme.

Surveys on the online learning platform measure:

- Overall impact
- Satisfaction with training sessions
- Satisfaction with self-directed materials
- Satisfaction with the Online Learning Platform
- Other key components of the training which you receive on the programmes.

Edt or your Delivery Partner may also contact you regarding case studies and your feedback on the programme and your experience as Induction Tutor.

## **Special Education Needs Support for Participants**

- Edt are dedicated to creating an inclusive and accessible online learning environment for all our users. We understand the importance of accessibility and continuously work towards meeting the Web Content Accessibility Guidelines (WCAG) 2.2AA to ensure our content is perceivable, operable, understandable, and robust for all users. This ensures all users including those using screen readers and other assistive devices can access course content.
- Annual accessibility audits are conducted to identify and address any barriers and inform further improvements to provide a good user experience, especially for people with disabilities.



- Ongoing training to digital learning staff on accessibility best practices ensures our team is equipped to create accessible content and features.
- Please see the latest Accessibility Statement on the online learning platform for more information relating to WCAG compliance.

Please work with your participants to support their needs. We advise you to contact your DP to discuss your ECT or mentors needs if support is required to access training sessions and/or online learning content. If the situation cannot be rectified please contact edt on [ecf@edt.org](mailto:ecf@edt.org)



## Using the online learning platform

The online learning platform will act as the central place where ECTs and mentors can access their self-study learning activities, training session booking management, and engagement tracking.

Induction Tutors will also be able to access reporting tools to enable effective monitoring and support of participant engagement activities. The 'help & support' section will provide access to user guides, video demos and technical tips to support the use of the platform. Reporting tool functionality will start to be released in the Autumn term.

### Logging in for the first time?

To log into the online learning platform for the first time, you will need to locate your email invitation which will be sent to you when you start the programme. Following the instructions within this email, you will be directed to the platform to set your password and login. Should you require any technical support with the online learning platform, please email [ecf@edt.org](mailto:ecf@edt.org).

Please ensure that your school IT department has white-listed (made safe) emails from [ecf@edt.org](mailto:ecf@edt.org), [ecf@educationdevelopmenttrust.com](mailto:ecf@educationdevelopmenttrust.com) and [ecfnoreply@edt.org](mailto:ecfnoreply@edt.org) to ensure you receive your onboarding questionnaire, log-in details and other programme information. If you have not received your log-in email invitation, please contact your DP as soon as possible.



## **Safeguarding at Education Development Trust**

We wanted to share how seriously we take safeguarding and ensure that everyone we come into contact with knows about the levels of protection and care we put into place. Everyone is responsible for safeguarding, irrespective of their level of contact with programme participants, and must remain alert to issues. Everyone must report any concerns and disclosures swiftly to the Designated Safeguarding Lead (DSL) so that the right action can be taken, especially in the event of immediate risk of harm to pupils and vulnerable adults.

### **Safeguarding governance at edt**

We have a safeguarding committee comprising members of the trustee board and executive team. This committee oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice. Safeguarding practice is embedded throughout the organisation's governance structure and safeguarding management procedures.

### **Your DP has the following Safeguarding Responsibilities**

Your DP also has Safeguarding Responsibilities to ensure that you are equipped to uphold your professional responsibility to safeguard children and young people and are safeguarded yourself. This includes, but is not limited to:

- Adhering to statutory guidance on safeguarding children in education (e.g., Keeping Children Safe in Education in England).
- Ensuring all facilitators and programme leaders are aware of their safeguarding duties and receive appropriate safeguarding training, and operate in a safe and respectful environment, whether in-person or online.



- Reporting any safeguarding concerns about children and young people in accordance with edt, school and local authority procedures.
- Implementing policies and procedures to address concerns regarding participants' welfare, such as bullying, harassment, or mental health concerns.
- Offering appropriate support and signposting to additional services if required.

### **Safeguarding allegations and concerns about a programme participant (including concerns during a DP or Education Development Trust-led session)**

If you have a **concern about another programme participant**, for either of the following reasons:

1. **Their ability to keep children safe** through the course of their work,
2. **Their own safety and/or wellbeing**

#### **Then please follow these steps:**

- Make a report to Marisa Sefton, edt's UKES Designated Safeguarding Lead (DSL) on email [MSefton@edt.org](mailto:MSefton@edt.org) (opens in a new tab) or phone **07468 474773**. The DSL will make a report to the relevant DP and/or school's principal/headteacher/manager and receive further advice from edt's corporate Safeguarding team.
- In the event of an immediate risk of harm to the individual, you must deal with the situation as an emergency and call the police on 999.

All safeguarding concerns/allegations/self-disclosures will continue to be investigated to conclusion despite resignation or if the individual(s) ceases to provide their services; these actions will not prevent thorough follow-up and the outcome being reported to appropriate authorities, as required and appropriate to do so.

### **Safeguarding allegations and concerns about a DP and their staff**



If there is a safeguarding concern relating to a DP and their staff, you should contact edt's UKES Designated Safeguarding Lead (DSL) on email [MSefton@edt.org](mailto:MSefton@edt.org) (opens in a new tab) or phone **07468 474773**. The DSL will submit a report in line with the DP's escalation and reporting policy, to ensure that concerns are fully addressed and all relevant escalations to statutory authorities are completed.

However, if the concern involves the DSL, including edt's Corporate Safeguarding Officer or Head of Safeguarding, then a disclosure should be submitted to edt's whistleblowing email box at [confidentialconcerns@educationdevelopmenttrust.com](mailto:confidentialconcerns@educationdevelopmenttrust.com)

### **Local child protection concerns – what should you do?**

School child protection concerns and school staff safeguarding concerns should be managed in line with your school's reporting and referral procedures. If you have a child protection concern relating to a child in the school where you work, you must follow the school's safeguarding and child protection reporting procedures, which include reporting concerns to the school's DSL or headteacher if the safeguarding concern relates to a staff member.

**In the event of an immediate risk of harm to a child, you must deal with the situation as an emergency and call the police on 999.**

If you have reported a concern to the school's DSL and are of the genuine view that action has not been taken to protect a child from harm, you can contact edt's UKES Designated Safeguarding Lead (DSL) on email [MSefton@edt.org](mailto:MSefton@edt.org) (opens in a new tab) or phone **07468 474773**. The DSL will provide advice and support on the action(s) you can take next.



## Making contact and getting prepared

Your DP will lead you through every step of the programme. So just keep an eye out for their emails and ask a question if anything is unclear.

**Your first point of contact for any programme queries is your DP.**

You may want to know how you can prepare. If you are keen to know more now, you might like to:

- Explore the resources on your online learning platform
- Learn a little more about the policy context of the early career teacher entitlement [here](#) (opens in a new tab)
- Join our social media communities [here](#)