

ECF Bulletin

September 2024


**VANTAGE
TEACHING
SCHOOL HUB**
NORTH HUMBER



Welcome to the first 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.



Welcome to all new Year 1 ECTs who have started their teaching career and have enrolled onto the Full Induction Programme with us. Welcome to new Year 1 Mentors who are supporting Year 1 ECTs and we have a number of Year 2 ECTs who have transferred schools into our region. A warm welcome back to all of our Year 2 ECTs and Mentors who are starting Y2 of the programme and the ECTs who will be attending their Autumn Term face to face seminars shortly.



The ECF Bulletins will begin with an introduction that is relevant to all cohorts and programme members. You will then be signposted to 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 or will be attending our Induction Sessions.

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We know 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.

In this bulletin:

- Updating the DfE portal
- New Mentors to our programme
- My Teach First & Brightspace
- ECF advice
- Autumn Term Induction Tutor webinar
- Link to the Y1 September 2024 cohort Bulletin
- Link to the Y2 cohort Bulletin
- Link to the Y1 January 2024 cohort Bulletin

Important - schools continuing to work with us into Year 2 of the programme

We have a number of schools who worked with us last year and have not confirmed that they are continuing to work with us. Please could we ask that Induction Tutors who have not already done this, log onto the DfE portal: <https://manage-training-for-early-career-teachers.education.gov.uk/schools>

And confirm on the portal that you will continue to work with:

- Teach First as the funded DfE provider
- Vantage Teaching School Hub as the Delivery Partner for 2024/2025

We are unable to keep any programme members enrolled with us on our ECF programme and ensure schools receive the funding to which they are entitled unless this important step has been completed.

Many thanks for your help with this and we look forward to our continued work with yourselves.

Important - Replacement Mentors new for September 2024

We ask that where possible, schools retain the same mentor for the ECT throughout the two years (or equivalent of statutory induction). We know that a strong supportive relationship with an engaged mentor help ECTs to develop. However, we recognise that mentors may need to change, e.g., for unforeseen circumstances, or it is in the best interest for the ECT. If a school withdraws a mentor, the school must ensure that alternate ECF mentors are found if the ECTs are not leaving the school.

Further to this we are aware that we have a number of ECTs who have moved to a new school for the second year of their induction and therefore need a new mentor.

When a mentor is changed by a school, they will firstly need to update this information on the DfE service:<https://manage-training-for-early-career-teachers.education.gov.uk/schools>

Schools will also need to let Vantage TSH know via email at: TeachingSchoolHub@smchull.org

From last September, how 'replacement mentors' are declared with the DfE has changed. This, alongside feedback from Delivery Partners and mentors has led to Teach First to change our approach to how we support them. Any Mentor that joins the programme, irrespective of stage of the ECT they are supporting, will start from the beginning of the mentor programme.

All new and replacement mentors therefore will be invited to attend our Year 1 Mentor induction regardless of whether they are mentoring a Year 1 or Y2 ECT.

If the replacement mentor is mentoring a Year 2 ECT they will also be offered the option to attend and/or the catch up resources for the Y2 induction.

The replacement mentor, once they have attended the Y1 induction will be invited to attend the Y1 mentor seminars and continue through the programme for two years – regardless of when their original ECT completes statutory induction. This is to ensure that the mentor has received all of the training and their school receives all of the available funding. Please note that this is only relevant to replacement mentors who are new to our programme and who have not previously completed all of our ECF programme.

The mentor seminars are relevant to developing effective mentoring skills and are not directly linked to the seminars that the ECTs attend.

All mentors will receive the relevant programme guides/ handbook relevant for their training but will also be given the information to the stage of the ECT they are supporting.

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.

Any new programme members who have been correctly registered on the DFE portal before 5th September 2024, should receive their login by 23rd September 2024.

We have included a very useful document to support schools with access issues:

Get to Know my Teach First - ([click here](#)).

Access Brightspace ([click here](#)).

Along with information on our website ([click here](#)).

How Mentors can check 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 ECF 2023 for Year 2 ECTs) or (click on ECF 2024 for 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 in September 2022 have been resolved but from time to time we know that participants sometimes encounter problems. When this occurs please use the link below:

[LINK](#)

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 seeing 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 focusing 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.

ECT 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.

Induction Tutor Webinar

Marc Cooper and I will continue to offer termly webinars for Induction Tutors. These are an opportunity for Induction Tutors 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.

A further update for this academic year and beyond - Nicola Tennison, AB Lead for Vantage TSH, will join the Induction Tutor webinars to provide training and support for Induction Tutors who use our AB service.

The next webinar will take place on: Thursday 10th October 2024 at 4pm, via Zoom.
The link to attend will be sent to all Induction Tutors a week before the meeting date.

ECF Mythbuster

The DfE has published new guidance regarding the ECF. This guidance covers the most common questions regarding ECF, and we hope will be a valuable resource for hubs. Please find the links below and please do share these within your networks:

- ECF induction and training: additional information for early career teachers - Manage training for early career teachers ([click here](#)).
- ECF induction and training: additional information for school leaders - Manage training for early career teachers ([click here](#))
- ECF induction and training: additional information for mentors - Manage training for early career teachers ([click here](#))

Year 1 ECTs/ Mentors and Induction Tutors 2024/25 (Including those who started their induction in April 2024).

Please read the attached document relevant to your cohort:

Year 2 ECTs/ Mentors and Induction Tutors 2023/24

Please read the attached document relevant to your cohort.

Year 1 ECTs/Mentors and Induction Tutors January Cohort 2024

Please read the attached document relevant to your cohort.

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Best Wishes

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