Year 1 January 2026 Cohort ECT/Mentor/IT Bulletin section
November 2026

Welcome to the second Early Career Training Programme (ECTP) Bulletin from Vantage Teaching School Hub for the January 2026 cohort for this academic year. The purpose of this Bulletin is to share relevant information regarding the ITT 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 ITTECF.

The first half of the Autumn term 2026 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:

- **End Point Survey for ECTs**
- **Year 2 subject information**
- **Year 2 Induction in December**
- **End of Y1 Formal Assessments**
- **The Diagnostics**
- **Summary of Module 6 for ECTs & Mentors**
- **Seminars for ECTs**
- **End Point Survey for Mentors**
- **Seminar for Mentors**
- **Navigating Brightspace**

Teach First and the DfE require all ECTs to complete an 'End Point' survey during this term. Teach First are in the process of contacting all ECTs about the survey, we thank you in advance for this.

Year 2 Subject/Phase information - IMPORTANT

We have been contacting ECTs regarding their subject/phases ready for January 2027 and whether they will be remaining in their current schools.

If any ECTs are changing schools, it is important that we are kept up to date with any changes in circumstances via email: ecfadmin@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 term.

Induction into Year 2 of the ITTECF – IMPORTANT

The inductions for all Year 1 ECTs who will be moving into Year 2 of statutory induction in January 2027, will take place in **December 2026**. The date has been advertised in your training calendars which you received in January 2026.

All Year 1 January cohort ECTs will be booked onto the date below to attend their Year 2 induction and will be sent the joining instructions a week before the seminar takes place.

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.

Y2 ECT Induction Wednesday 9th December 2026, 1pm to 4pm via Zoom

Support for Mentors of new Y2 ECTs from January 2027

In the Summer Term, 2026, I offered a webinar for Induction Tutors and Mentors who will be supporting a Y2 ECT from September 2026. The recording of this webinar will be circulated to any mentor who will be supporting an ECT moving into Y2 alongside the relevant programme guide.

End of Year 1 ECT formal assessment

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of January 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 ITTECF.

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.

The Diagnostic Activity

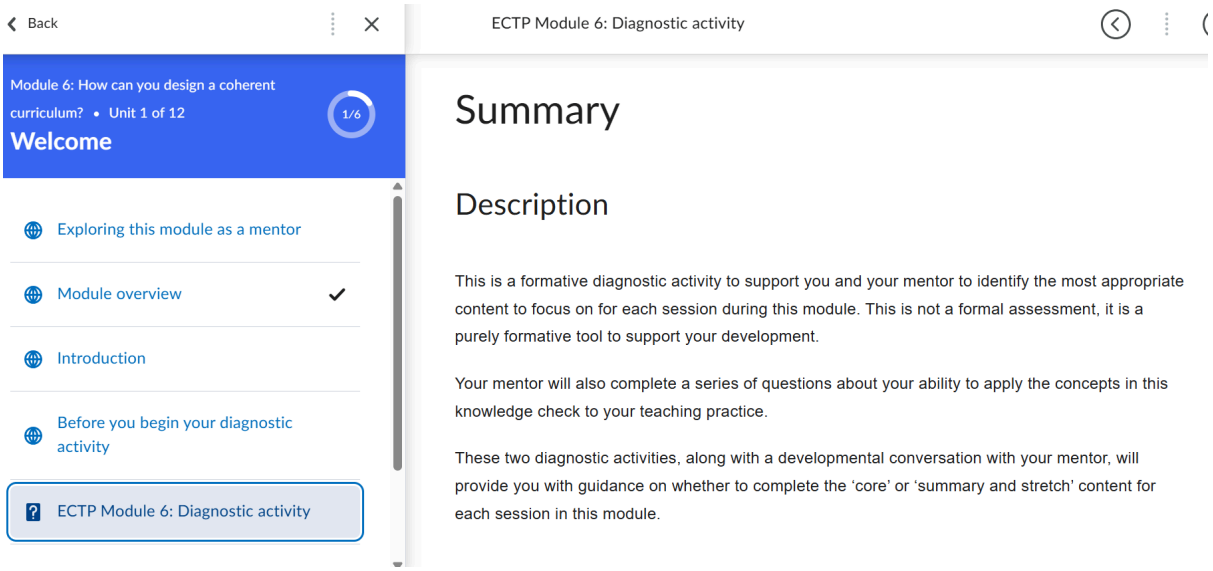
As a reminder, *ECTs need to complete a diagnostic activity in the form of a series of questions, at the start of Module 6 before any of the content of the Module is released.* ECTs will answer questions based on their prior knowledge.

Mentors will also complete a diagnostic activity about the ECT's classroom practice and together they will agree whether the ECT should release the 'Core' or 'Summary & Stretch' content for each of the 5 sections of Module 6.

Please note that the ECT can release the content via the checklist without the mentor.

Although this is not advised, it has been put in place in case a mentor is absent from school or there are functionality issues on Brightspace for a mentor.

Further guidance is given in the section on 'Navigating Brightspace'.



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 introduction

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

In this module, you will learn how to design a well-structured and coherent scheme of work, enhancing the chances of successful learning outcomes for your 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? **(around 35 minutes)**
2. Identifying and sequencing concepts, knowledge, skills, and principles **(around 45 minutes)**
3. Building secure, complex mental models **(around 45 minutes)**
4. Developing high quality oral language, reading and writing **(around 45 minutes)**
5. Developing critical thinking **(around 45 minutes)**

ECT Seminars for Module 6

Seminar 1 - Sequencing concepts, knowledge, skills and principles (5.11.26, 4pm -5.15pm via Zoom)

By the end of this seminar, ECTs will:

know why the careful sequencing of a curriculum is vital for effective learning

know how to sequence concepts, knowledge and skills to maximise pupils' learning

have reflected on the sequence of a unit of work that they have previously planned or prepared to teach

During the seminar, ECTs will need:

- equipment to record notes
- Access to the extract: Curriculum as a box set. (This will be provided via email with the joining instructions.)

Seminar 2 - Developing reading and writing (3.12.26, 4pm – 5.15pm via Zoom)

By the end of this seminar, ECTs will:

- know why it is so important to develop pupils' literacy in all phases and subjects
- know a range of strategies which can be used to develop reading comprehension and explore how to model these effectively
- understand the importance of modelling stages of the writing process and what this may look like in practice

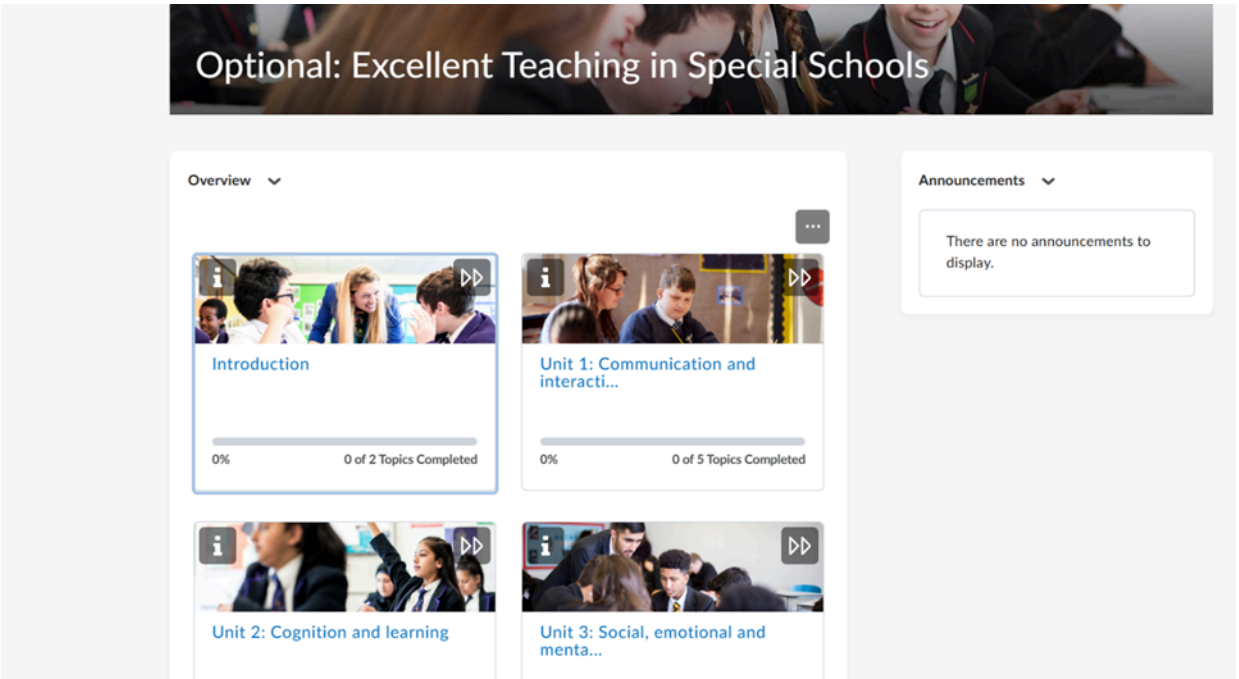
During the seminar, ECTs will need:

- Pen and paper, or a device for note taking
- Developing reading and writing worksheet – EY, Primary or Secondary/Post-16 depending on grouping of ECTs. (This will be provided via email with the joining instructions.)

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 – Excellent Teaching in Special Schools

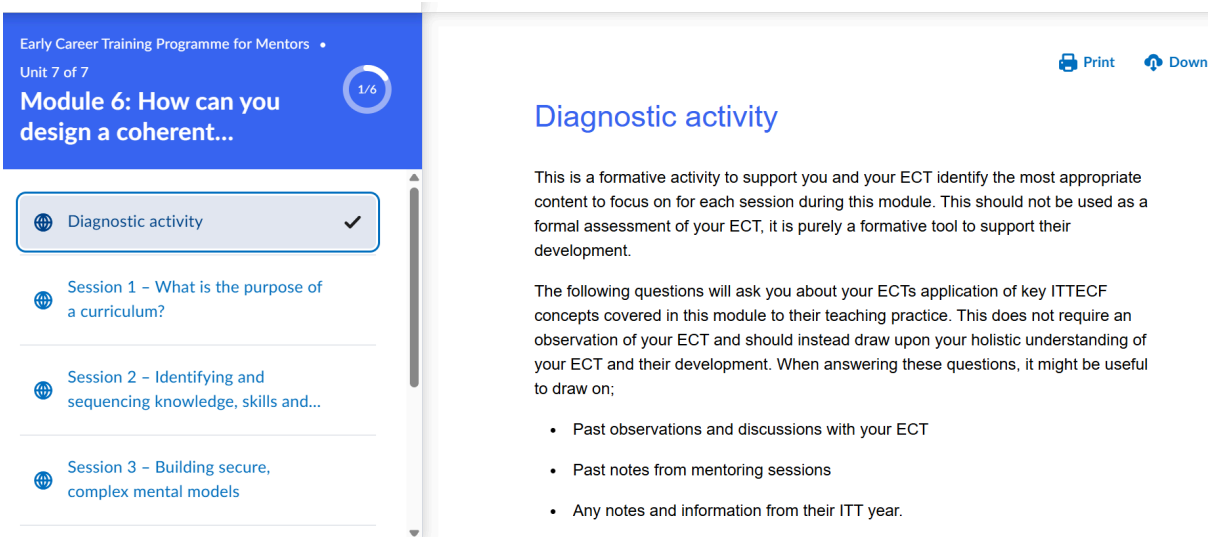


Teach First and the DfE require all Mentors to complete an 'End Point' survey during this term. Teach First are in the process of contacting all Mentors about the surve. We thank you in advance for this:

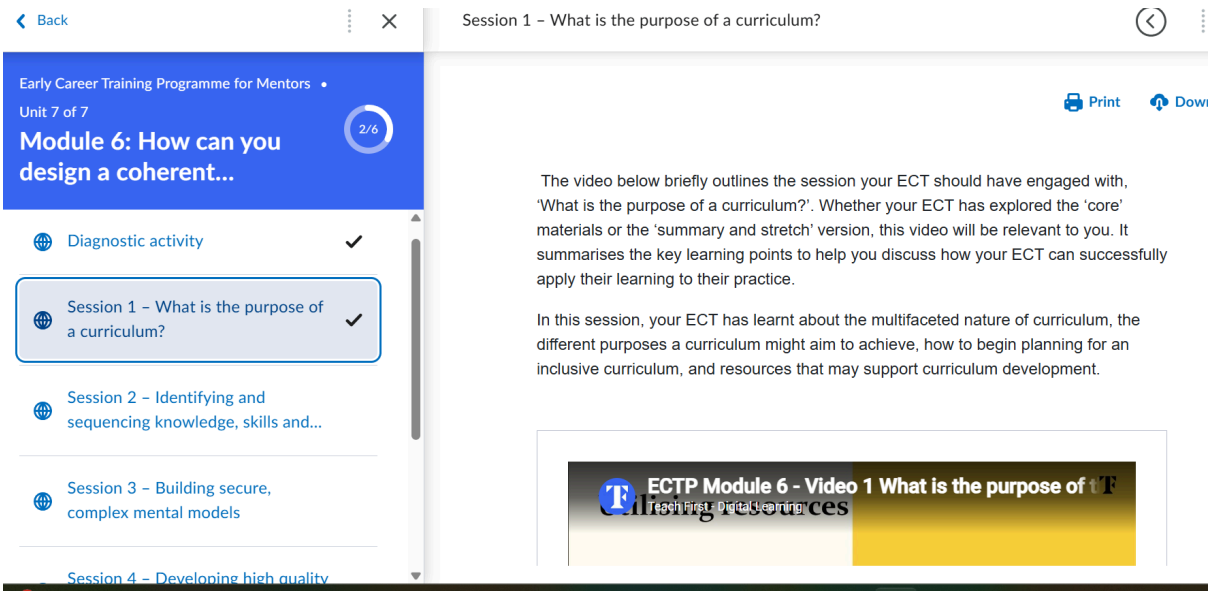
An overview of the content of Module 6 for Mentors is below:

Mentor Diagnostic Tool

As a **Mentor** you will need to complete a diagnostic activity for your year 1 ECT(s) on the **2025/6 programme**, at the start of each of their modules. This is a formative activity to support you and your ECT to identify the most appropriate content to focus on for each module. This should not be used as a formal assessment of your ECT, it is purely a formative tool to support their development. Refer to the guidance video for support with this activity.



The **overview videos are mandatory for Mentors (who are completing the one-year programme in December 2026) 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 2025. When a Mentor, who is on our training programme, logs into Brightspace and accesses these videos their engagement is tracked.



MENTOR SEMINAR FOR AUTUMN TERM

The Mentor Seminar for the Autumn Term 2026 will take place as follows:

This is the final in-year seminar for January cohort 2026 mentors **(enrolled onto our one-year programme)** which supports mentors to reflect on their ECT's current stage of development in various aspects of their teaching practice. Mentors practise the effective mentoring skill of deconstructing expert practice and have time to plan their next steps in drawing on appropriate mentoring tools to support their ECT's development in key areas.
This seminar will take place via Zoom, on either: **Mon 9.11.26 OR Weds 11.11.26, 4pm – 5pm.** Please refer to your training calendar for the exact date of your seminar.
The joining instructions and a worksheet which will need to be printed in preparation for the seminar, will be sent to all mentors who are enrolled on our one-year training programme one week before the seminars are due to take place.

Invites to seminars for ECTs and Mentors
Invites to these events will be sent out a week before the seminars are due to take place via email. The email will also contain any resources or pre-reading/ information that is needed prior to attendance; we urge ECTs and mentors to read these carefully so that they are fully prepared for the seminars.
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 and microphones work 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. Unfortunately, we cannot record a programme member as having attended an online session if their camera and/or microphone is not working. Please be advised that a facilitator may remove a programme from an online training session if their camera and/or microphone is not working and this causes disruption to the training.

Navigating Brightspace

My Teach First is the home page that you log on to access the Early Career Training 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 particular the diagnostic activity, 5 sections of self-study, 5 knowledge checks and post-module quizzes in the module.

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' Modules.

The pathway to finding the **Wellbeing Modules** is:
Brightspace > ECTP2025 > Cross Programme > My Wellbeing

The pathway to finding the **Special Schools** content is:
Brightspace > ECTP2025 > All Courses > Optional: Excellent Teaching in Special Schools

As shown at the Welcome Conferences and in the main Bulletin section, we recommend ECTs watch the YouTube videos below to support in their understanding of Brightspace:

- An overview of Brightspace as an ECT.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as an ECT.

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 also expected to complete the Diagnostic activity about their Y1 ECT at the start of each Module & discuss this with them. This activity is mandatory.

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 ECT2025 (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.

Below are the YouTube videos that we advise Mentors to watch to support in their understanding of the Brightspace platform:

- An overview of Brightspace as Mentor.
- Brightspace tips and tricks.
- How to complete your diagnostic activity as Mentor.

We hope that Module 6 runs smoothly for you all – remember we are here to help should you need any support.

Email: ecfadmin@smchull.org
Tel: 01482 851136

Best Wishes
Andrea Tonks
ECF Lead