Year 2 ECT/Mentor/IT Bulletin

Bulletin Section - November 2026

Welcome to the second ECTP Bulletin from Vantage Teaching School Hub for the September and January 25 cohort of this academic year. The purpose of this Bulletin is to share relevant information regarding the Early Career Training 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 the second half of Development Cycle 1 in the ECTP.

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January cohort 2025 ECTs

As a reminder, the January cohort 25 were emailed an update regarding the final Y2 ECT seminar that they were due to attend to compete their ECF training programme in the Autumn Term 2026. You will be aware that the ECF training programme has been updated to reflect the ITTECF (Initial Teacher Training & Early Career Framework). Our Y2 programme from Autumn 2026, is based on the ITTECF and as a result the seminars and Development Cycles are different to the expectations for this cohort who are still following the ECF.

It is mandatory that ECTs receive and 'attend' their final two training seminars in Autumn 2026. In order for these to reflect their current training programme, we have circulated an online version of the seminars to ECTs at the start of each half term. Instructions were included as to how ECTs need to interact with the recording and show their attendance within the designated timeframe.

ECTs should still be receiving their statutory entitlements until the Christmas break which includes fortnightly mentor interactions. For this half term, ECTs and mentors should follow the guidance in their programme guide to agree on a focus from the retrieve quiz and support the ECT with the 'Engage with an expert' opportunity and all of the stages of Development Cycle 2.

See also section on Progress Reviews and Formal Assessments.

Thank you to all ECTs who attended the Y2 Autumn term seminars during w/b 14.9.26 and 21.9.26 which related to Development cycle 1 of the Y2 programme.

As you will recall, the two seminars that ECTs are entitled to per half term have been joined together to create one half day's training. This means that there is only one-half day event for ECTs to attend at the beginning of each term in Year 2 of the programme.

ECTs were advised to make notes during the seminars, particularly to support them with discussing the themes for their focus with their mentor.

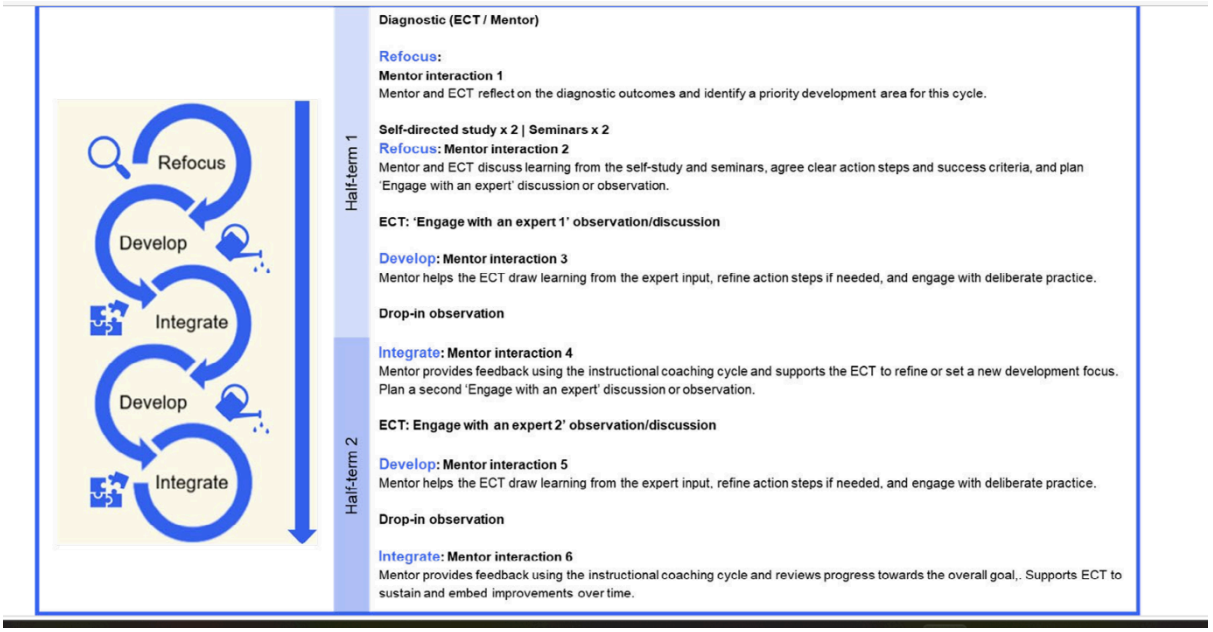
To support ECTs and mentors to understand the expectations for each half term in the Development Cycle, below is an overview of expectations:

Development Cycle 1 overview – Autumn Term 2026

The image below shows an overview of the stages of the development cycle and how it is organised within each half term.

ECTs and mentors should be starting to work on the 'Integrate' part of the cycle and will need to begin with a mentor interaction following a short drop-in.

This will determine whether the focus from half-term one is refined or if a new focus is set from the recommendations in the diagnostic and what has been noted from the ECT's classroom practice.



Your diagnostic for this Development Cycle will have been completed by you as an ECT and by your mentor at the start of the term. The Development areas that are explored during this development cycle are copied below.

ECTs and mentors will have agreed one or two areas for development to focus on across the Autumn term 2026.

Development Cycle 1 Theme 1: Developing pupil's intrinsic motivation Theme 2: Anticipating and addressing common misconceptions

Development areas

1. Influence pupils' perceptions of success or failure by framing it in an appropriate way.

2. Introduce new material in small steps and provide practice after each step to support pupils to achieve success.

3. Model metacognitive regulation and support pupils to engage in this process during learning.

4. Develop subject knowledge to support you to identify, plan for, and respond to misconceptions during lessons.

5. Use refutation texts to explicitly address misconceptions by clearly stating the misconception and that it is false; providing the correct answer and explaining why it is correct.

6. Use concept cartoons to elicit pupils' existing ideas, and purposefully structure dialogue so pupils reconsider, refine, or revise their thinking.

As a reminder, Appendix B in the ECT Programme Guide 2026, is the Development Cycle tracker. This is an extremely useful way to organise dates, write concise notes and keep a track of your progress throughout the cycle.

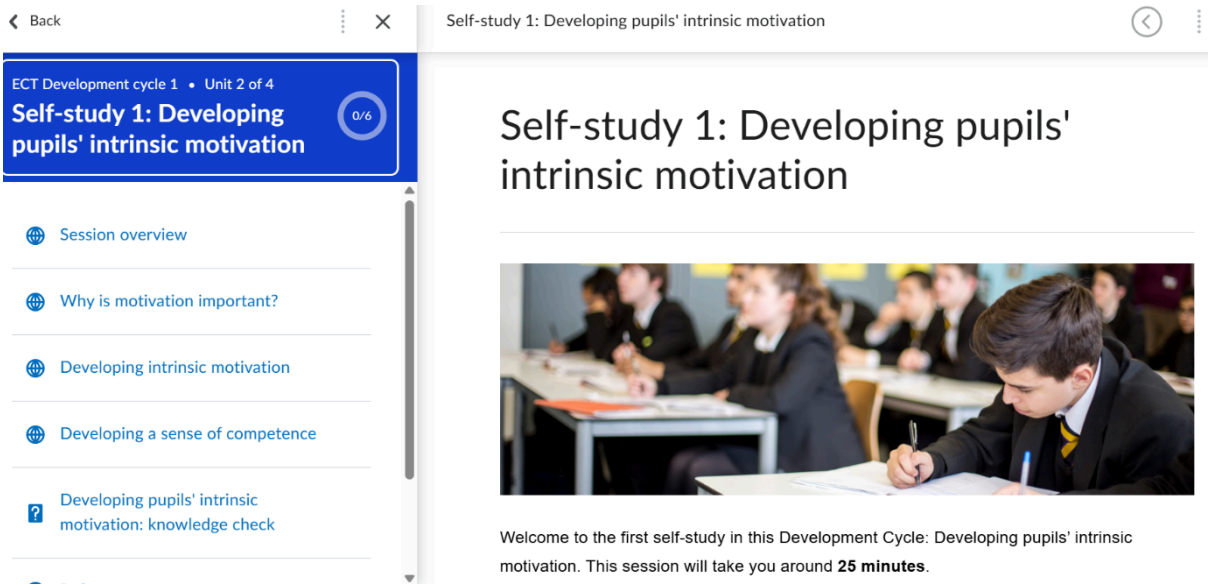
Below is a screenshot of the tracker for the second half of the Autumn term:

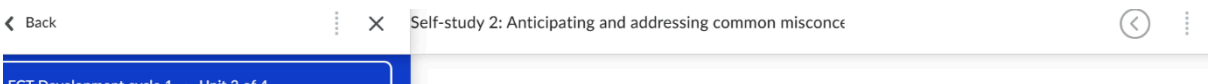
Half term 2	Integrate: Mentor interaction 4	Mentor provides feedback using the instructional coaching cycle and supports the ECT to refine or set a new development focus. Plan a second 'Engage with an expert' discussion or observation.	
	ECT: Engage with an expert 2' observation/discussion		
	Develop: Mentor interaction 5	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.	
	Drop in observation		
	Integrate: Mentor interaction 6	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over time.	

Year 2 ECT Self-Study Modules for Development Cycle 1 (Autumn Term 2026)

Below are the two units of self-study that ECTs need to ensure that they have completed on Brightspace before the end of the Autumn Term.

As explained in the Welcome Conference, these self-study units are mandatory for ECTs to complete and engagement with these will be tracked by Teach First and the DfE.

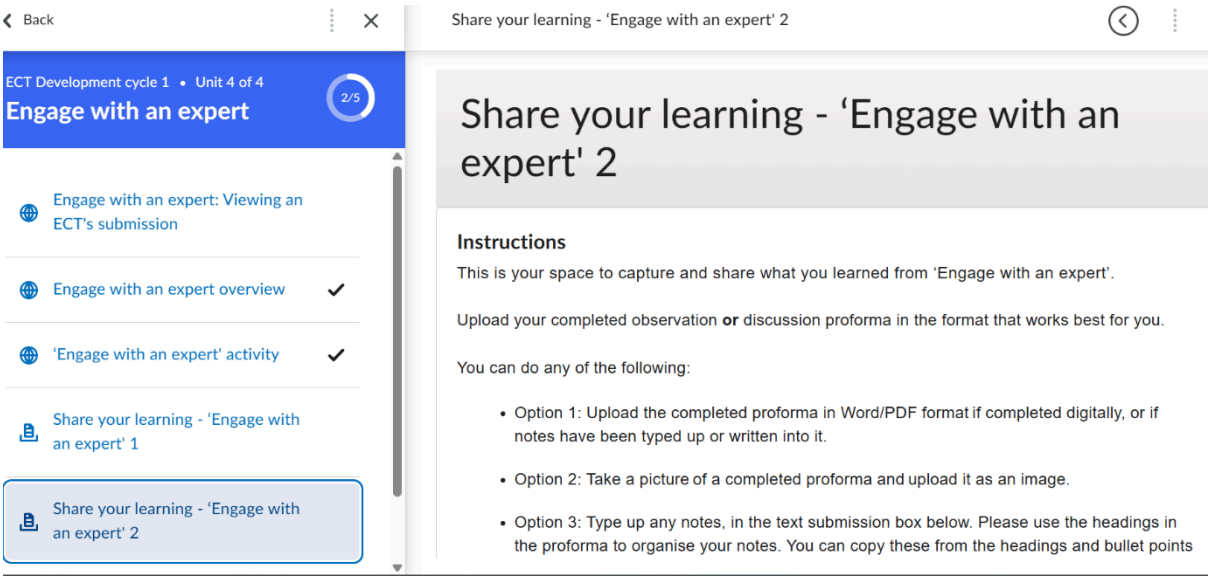




Engage with an expert – 2nd opportunity in half term 2

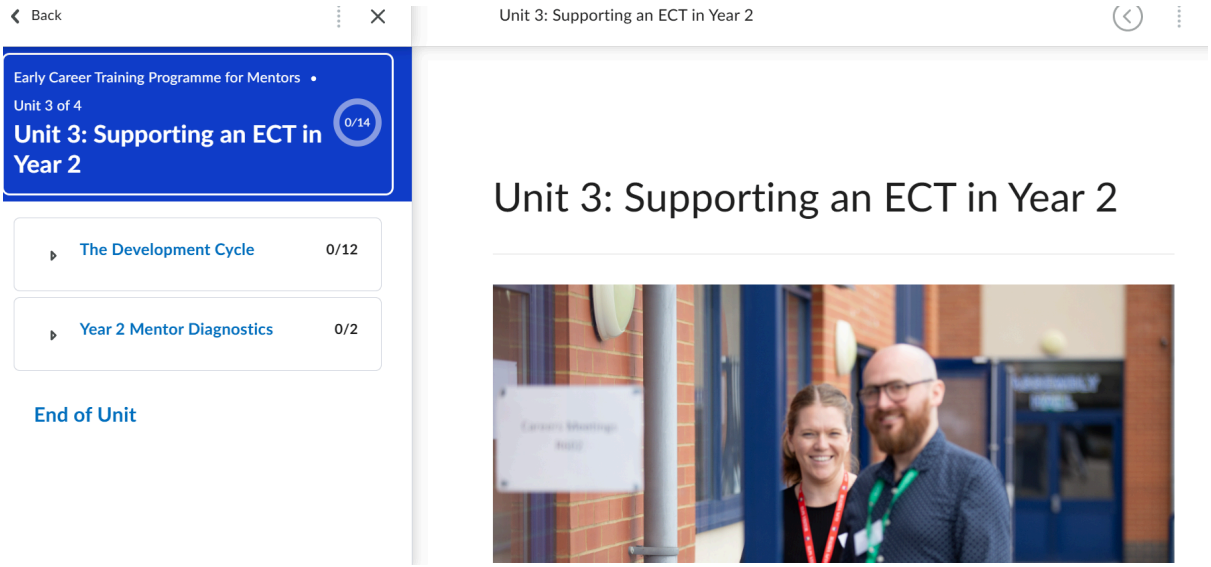
In this second half of the Autumn term, you will need to organise your next 'engage with an expert' observation and/or discussion which your mentor will support you with.

Below is a screenshot to show how the proforma is accessed on Brightspace and then uploaded as evidence of this important stage in the cycle.

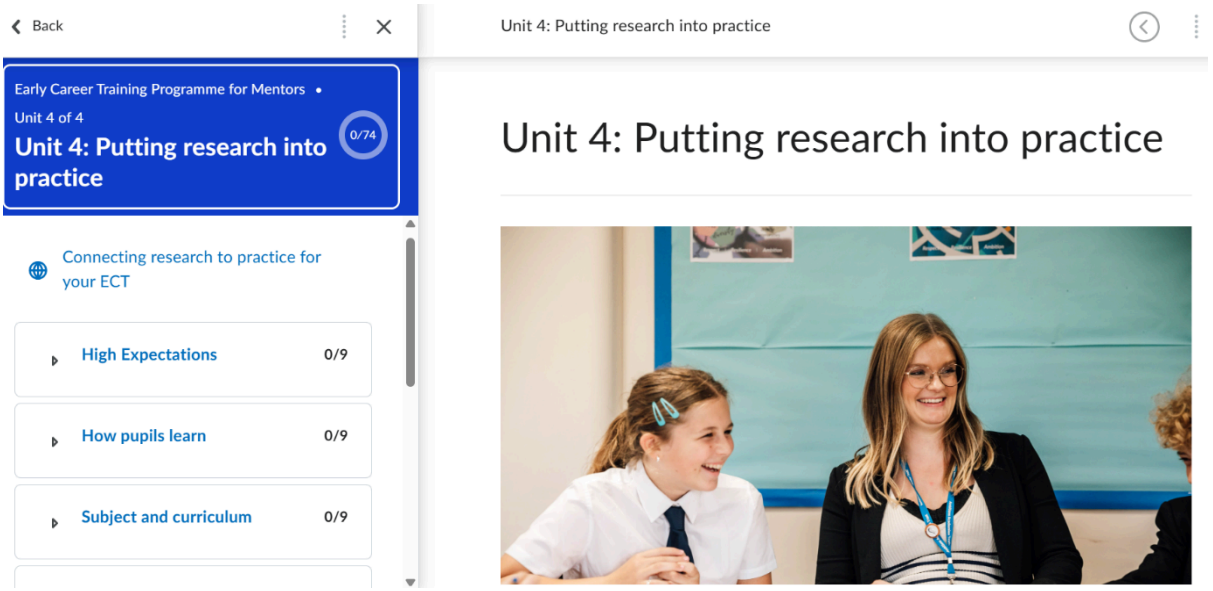


Mentor training for the Autumn Term 2026

If you are currently mentoring a Year 2 ECT and **are enrolled onto one one-year mentor training programme**, then you need to ensure that you have completed Unit 3 of the mentor self-study on Brightspace (see screenshot below).



Over the course of this academic year, mentors **who are enrolled onto our one-year training programme**, regardless of whether they are mentoring a Y1 or a Y2 ECT will need to complete 5 out of the 8 units of self-study within Unit 4 of the mentor self-study on Brightspace. See the screenshot below:



Mentor training seminar – for mentors on our one-year training programme

This is the first in-year seminar for mentors 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.

Engagement Expectations

Year 2 ECTs:

- *Complete the diagnostic for **each** of the 3 Development Cycles*
- *Complete the 2 units of self-study for each Development Cycle*
- *Complete the knowledge check for each unit of self-study on Brightspace*
- *Attend **all** the termly seminars delivered by Vantage TSH as shown on the training calendar*
- *Complete fortnightly interactions with assigned mentor based on the Development Cycle agreed focus (use your DC planner to document all steps in the cycle across a term)*
- *Complete an observation/discussion with an expert colleague every half term based on the Development Cycle agreed focus*
- *Upload a discussion proforma for your 'Engage with an expert' observation/discussion on Brightspace each half term.*

Mandatory expectations for Mentors

<u>Year 1 Mentors on our mentor training programme who are mentoring a Y1 ECT:</u>

- *Complete the mentor version of the diagnostic quiz for **each** of the 6 Modules*
- *Complete the 'Supporting a Y1 ECT' self-study unit on Brightspace*

- ❖ *Complete 5 sections from the 'Putting research into practice' unit of mentor self-study on Brightspace*
- ❖ *Attend **all** the seminars delivered by Vantage TSH as shown on the training calendar*
- ❖ *Complete weekly interactions with assigned Y1 ECT based on instructional coaching*

Year 1 Mentors on our training programme who are mentoring a current Y2 ECT:

- Complete mentor version of the diagnostic quiz for **each** of the 3 Development Cycles
- Complete the 'Supporting a Y2 ECT' self-study unit on Brightspace
- Complete 5 sections from the 'Putting research into practice' unit of mentor self-study on Brightspace
- Attend **all** the seminars delivered by Vantage TSH as shown on the training calendar
- Complete fortnightly interactions with assigned Y2 ECT based on the Development Cycle agreed focus
- Support the ECT to complete an observation/discussion with an expert colleague every half term based on the Development Cycle agreed focus

Here is the pathway that a Mentor can follow to check the progress of their Year 2 ECT:

Login to My TeachFirst > Click on ECT2025 (Year 2 ECTs) > Click on the chosen Development Cycle 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 Development Cycle.

End of term assessment – Progress Reviews for the Appropriate Body

Your Appropriate Body will be requesting that you complete a Progress Review of your ECTs by the end of this term.

Induction Tutors will need to: have observed ECTs teach, speak to them about their practice and speak to Mentors about their progress in the classroom and with the ECTP, 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.

We advised ECTs and Mentors at the Y2 Inductions to keep brief notes relating to the precise actions that have been set whilst working through the Development Cycle each half term. 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.

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

End of Year 2 ECT formal assessment – January 25 Cohort

A reminder to all Induction Tutors that Appropriate Bodies will be expecting the formal assessment review of the January cohort ECTs for year 2 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. 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 Y2 Inductions to keep brief notes relating to the precise actions that have been set whilst working through the Development Cycles each half term. 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.

Changing a Mentor or Induction Tutor

For clarity, if you wish to change a Mentor on the programme or your Induction Tutor, the Induction Tutor must change this on the DfE portal as well as informing Vantage Teaching School Hub of this change.

We hope that the remainder of Development Cycle 1 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

ECTP Strategic Lead