

# ECTP Bulletin

September 2026

**VANTAGE  
TEACHING  
SCHOOL HUB**  
NORTH HUMBER



Welcome to the first Early Career Training Programme (ECTP) Bulletin of the academic year 2026/2027 from Vantage Teaching School Hub. The purpose of this Bulletin is to share relevant information regarding the Early Career Training delivered by Vantage TSH with Induction Tutors, Mentors and Early Career Teachers (ECTs). We will circulate these Bulletins at the start of each new module in the Early Career Training Programme calendar.



Welcome to all new Year 1 ECTs who have started their teaching career and have enrolled onto the Early Career Training Programme with us. Welcome to new Mentors who are starting their individual training programme with us and who are supporting ECTs in their own schools. We also have a number of ECTs who are part way through their Statutory Induction who have transferred schools into our region.



A warm welcome back to all of our Year 2 ECTs who are starting Y2 of the programme and who are currently attending their Autumn Term face to face seminars.

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The ECTP 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. 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
- The ECTE
- New Mentors to our programme
- My Teach First & Brightspace
- ECTP advice
- Autumn Term Induction Tutor webinar
- Link to the Y1 September 2026 cohort Bulletin
- Link to the Y2 cohort Bulletin
- Link to the Y1 January 2026 cohort Bulletin

## **Important - updating the DfE portal**

We have a number of new schools who worked with us previously who will be working with us in 2026/2027. 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 2026/2027

We are unable to keep any programme members enrolled with us on our ECTP 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.

# The Early Career Training Entitlement (ECTE)

From September 2025, the new Early Career Training Entitlements come into effect (ECTE); this is for new ECTs and mentors. The January cohort 2025 are the last cohort to complete ECF training in December 2026.

From September 2025, ECTE (Early Career Teacher Entitlement) is the new, updated framework for the mandatory two-year Early Career Teacher (ECT) induction period in England. It replaces the previous Early Career Framework (ECF) and integrates the initial teacher training (ITT) with early career development, offering more focused training, improved mentor support with streamlined training for new mentors, and diagnostic tools for ECTs to tailor their learning, with a greater emphasis on SEND, oracy, and cognitive development.

## Key Aspects of the ECTE

- Replaces the ECF:

The ECTE is the new name for the ECF-based training and induction programs for early career teachers.

- Integrated Framework:

It combines Initial Teacher Training (ITT) and early career development into one cohesive structure, aiming for a seamless transition for new teachers.

- Enhanced Focus:

The framework emphasizes Special Educational Needs and Disabilities (SEND), high-quality oral language (oracy), early cognitive development, and evidence literacy.

- Streamlined Mentor Support:

Training for new mentors has been reduced from two years to one year to decrease workload, with new programmes including ready-made materials and diagnostic tools.

- Personalised Training:

Diagnostic tools are provided to help mentors tailor the ECTE curriculum and resources to the specific needs of their ECTs.

- Updated Resources:

Provider-led training programmes and school-led materials will be updated to offer more contextualisation to specific subjects and phases, including support for teaching pupils with SEND.

- Statutory Induction:

All ECTs must still complete a two year statutory induction with an Appropriate Body as part of their entitlement.

## Important - Mentor training from September 2025

One of the significant changes from the ECTE is that any new mentors who are enrolled onto a DfE Funded programme (such as the training delivered by Vantage TSH and Teach First) will be reduced from a 2-year programme to a 1-year training programme for new mentors.

Grant funding for mentor training is available to settings who use Department for Education (DfE) funded training providers to deliver training as part of the early career teacher entitlement (ECTE).

Schools will be funded to support each new mentor to undertake up to 20 hours of training over 1 year.

This funding will be paid in arrears at the end of each academic year and settings will get one payment. Payments will be based on evidence that the mentor took part in the training and has met the minimum requirements of engagement with the programme, as confirmed by the training provider. Training providers will submit evidence of mentor engagement on DfE's manage training for early career teachers service at the beginning and again at the end of the training. Training providers will have minimum requirements of engagement with the programme to ensure mentors receive the full benefit of their training.

Mentors can only do this training once. They can continue their training even if their early career teacher (ECT) transfers school or withdraws part way through their ECTE.

Settings do not need to make an application for this funding, the DfE will collect evidence that the mentor took part and sufficiently engaged in the training through DfE's manage training for early career teachers service to minimise the administrative burden on settings. If an ECT leaves their programme for any reason, or has any period of leave, the mentor can still continue training and the school would receive payment provided they engage.

## Grant funding for academic year 2026 to 2027

| Mentor training                    | England (exl London area) | Inner London area | Outer London area | Fringe Area |
|------------------------------------|---------------------------|-------------------|-------------------|-------------|
| Payment of 20hrs (1yr of training) | £721.68                   | £876.13           | £793.83           | £743.57     |

DFE will make payments directly to settings, or to local authorities to pay maintained schools. Payment will be made based on 20% of the total funding amount for evidence submitted confirming the start of the programme, and 80% of the total funding amount for evidence submitted confirming the completion of the programme as illustrated in the table below

| Pro rata rate per payment year | England (exl London area) | Inner London area | Outer London area | Fringe Area |
|--------------------------------|---------------------------|-------------------|-------------------|-------------|
| Start                          | £144.34                   | £175.33           | £158.77           | £148.71     |
| Completed                      | £577.34                   | £700.90           | £835.06           | £594.85     |
| Total amount Payable           | £721.68                   | £876.13           | £793.83           | £743.57     |

All mentors will receive the relevant programme guides/handbook relevant for their own training and also given the information relevant to the ECT they are supporting.

## My Teach First and Brightspace

My Teach First is the home page that you log on to access the ECTP 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 6th September 2026, should receive their login by 28th September 2026.

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 2025 for Year 2 ECTs) or (click on ECF 2026 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.
- We are aware that from time to time we know that participants sometimes encounter problems. When this occurs, please use the link below:
- Responds to technology platform issues (this includes My Teach First and Brightspace) when programme members submit a case using the 'Contact Us' button on My Teach First or Brightspace.

## 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 ECTP 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 focussing on the ECTP 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 ECTP. The ECTP 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 ECTP 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 ECTP programme which underpins statutory induction.

## **Time commitments**

- ECTs and mentors should engage with ECTP 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.

## ECTP Flexibility

- Induction Tutors need to be certain that mentors and ECTs are covering ECTP 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 Webinars for 2026/2027

This academic year, we will continue to offer termly Induction Tutor webinars. These will be led by myself as the ECTP Lead and Nicola Tennison, the Appropriate Body Lead.

The purpose of the webinars are to give key updates, training and guidance to all Induction Tutors to support in delivering their roles effectively in schools.

- The next webinar will take place on: [Thursday 8th October 2026 at 4pm, via Zoom.](#)

This is the Autumn Term webinar and the link to attend will be sent to all Induction Tutors a week before the meeting date.

- The Spring Term webinar will take place on: [Thursday 4th March 2027 at 4pm via Zoom.](#)
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The Summer Term webinar will take place on [Thursday 17th June 2027 at 4pm.](#)  
[via Zoom.](#)

Year 1 ECTs/ Mentors and Induction Tutors (Including those who started their induction in April 2026).

Please follow the link here to open the section of the Bulletin that is specific to your cohort. [Link here](#)

Year 2 ECTs/ Mentors and Induction Tutors

Please follow the link here to open the section of the Bulletin that is specific to your cohort. [Link here](#)

Year 1 ECTs/Mentors and Induction Tutors January Cohort 2026

Please follow the link here to open the section of the Bulletin that is specific to your cohort. [Link here](#)

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Best Wishes

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