



Early Career Professional Development Programme

WELCOME PACK FOR INDUCTION TUTORS

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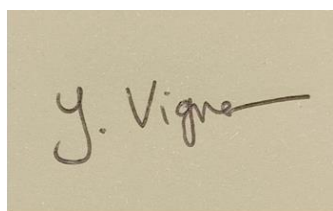
Foreword

We are delighted that you have joined with us to take part in the Early Career Professional Development Programme. Education Development Trust is one of six providers appointed by the Department for Education to deliver a funded package of support to early career teachers (ECTs). This package is a new entitlement to strengthen ECTs' induction experience and give them the dedicated time and support they need to develop and thrive in their chosen profession.

Education Development Trust is an international charity which aims to transform children's life chances by improving education around the world. We have a strong track record in leading DfE-funded national initiatives, and are known as an organisation which is 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. This means that the training your ECTs and mentors receive has been designed centrally by a wide group of experts from within school and academia, and will be quality-assured nationally. However, it will be delivered by local school-based experts, who you will get to know, and who understand the unique needs of your school context. This Delivery Partner will be your main point of contact throughout the Programme, and will work with your school to help support your ECTs and mentors to be the best they can be.

We believe the Programme we have created will go a long way towards helping schools meet current challenges. And we are particularly looking to you to help us support your ECTs and mentors as they embark on this exciting new stage in their professional development.

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

A photograph of a handwritten signature in dark ink on a light-colored, textured background. The signature reads 'Y. Vigneswaran' with a long horizontal stroke extending from the end.

Yalinie Vigneswaran

**Senior Programme Director – UK Education Services
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 along the 'golden thread' from their first years in teaching or early years provision, to the time when they are becoming principals of their own schools, settings or trusts, or leaders in their own areas of domain-specific expertise.

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.

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.

Our vision for the Early Career Professional Development Programme (ECPDP): We understand that to be effective, happy and committed to a long career in the profession, early career teachers (ECTs) need to ***know*** the best of what the evidence tells us and ***know how to*** put this into practice. Novice teachers also need to be supported to develop a secure professional identity, which will underpin their self-efficacy, resilience and sense of purpose. To achieve this, our programme enables ECTs to reflect on and challenge their own practice, supported through mentoring, learning networks and tailored training, all designed to build their confidence, support their retention in the profession and create the conditions for their future professional development.

"ECTs demonstrate they are learning the content of the lead provider's curriculum and can apply it in the classroom. School leaders reflect that ECTs are resilient, confident, and ready earlier for positions of responsibility. They attribute this to the quality of the learning through the ECF programme" (Ofsted, March 2023)

"Leaders and managers have made sure there is strong reference in the curriculum to current and up-to-date research. There is also a strong connection between what is taught in each block through webinars, self-study, and face-to-face training sessions. The lead provider exemplifies the ECT curriculum with examples to underpin videos, suggested reading and discussion activities" (Ofsted, March 2023)

Working in partnership

We collaborate with trusted partners to deliver the Early Career Professional Development Programme and the National Professional Qualifications as we know that only by working together ***with*** schools and settings, ***for*** schools and settings, can we create genuinely transformative professional development pathways. We operate as Lead Provider within a network of local Delivery Partners from all across the country. Our Delivery Partners are teaching school hubs, MATs and other organisations that share our values and have a track record of delivering high-quality professional development in their local area or nationally in their specialism.

Working with mentors

We work with in-school mentors to develop their mentoring and coaching techniques, enabling them to strengthen essential skills that they can use throughout their careers.

Specialist training and support ensures each mentor is confident in their knowledge of the Early Career Framework and develops their mentoring skills so that the ECTs they work with get the very best from the Programme. Mentors are the primary source of support and challenge to ECTs, with the critical task of guiding novice teachers through the tricky first two years in the profession.

We place mentors at the heart of our programme. For us, it is crucial that mentors benefit from the best professional development themselves, so that they can support their ECTs effectively and so that they are rewarded for the invaluable work they do for the sector. As well as face-to-face and virtual sessions to develop knowledge and skills in mentoring (aligned to the DfE Mentor Standards), access to extensive guidance and support resources on the ECF and full evidence base, a new induction package has been developed. This induction supports in covering core content, ensuring that all mentors can access foundational information and professional development immediately and consistently.

As part of the induction package, to supplement the reading and reflection and to encourage mentors to engage critically with the evidence base, we have also added Year 1 podcasts for each Block for mentors to access which pull out key ideas from research, offering examples, anecdotes and reflection questions so that mentors can listen on the go. The induction package also includes an introduction to the online platform, ECPDP, ECF and instructional coaching.

“The lead provider has developed a comprehensive training programme for mentors which provides a range of useful materials and prompts to support discussion and mentoring sessions. Mentors understand their roles and responsibilities, including supporting ECTs by exemplifying by subject, phase and/or setting” (Ofsted, March 2023)

“ECTs receive effective training and support that enables them to apply what they have learned in the context of their subject, phase or setting. ECTs have regular time to reflect with their mentor and are encouraged to articulate clearly how they apply the taught curriculum in their own setting.” (Ofsted, March 2023)

1 Your role as induction tutor

First, our sincere thanks for committing to support this Programme, in your role as induction tutor. Although you will not be responsible for delivering the Early Career Professional Development Programme in your school, we have arranged for you to have full access to all the information you might need to support the teachers taking part. This Welcome Pack includes information from both the ECT and mentor Welcome Packs, so that you have sight of:

- how the Programme is being explained to these participants, and
- what training events and other Programme components they will be asked to access.

Watch the [introductory webinar](#) to get an overview of the Programme and your role.

We have also created a portal for induction tutors, on which we will post regular Programme updates, and where you can view all materials and resources for ECTs and mentors as they are made available throughout the course of the Programme. (Please see section 3 below.)

To support your ECTs and mentors, and make sure we as a Programme keep track of engagement, listen to feedback and continuously improve, we ask that you:

- ensure the ECTs and mentors in your school are given the allocated time to engage in and complete the Programme
- confirm on a half-termly basis that ECTs' mentoring sessions have taken place, using a simple tick box on your portal
- take the opportunity to give us your feedback, via the surveys that will be sent to you, termly via your portal

Please note that participating in the Early Career Professional Development Programme does *not* alter your statutory duties, nor the routines of ECT assessment. As the Department for Education has set out, the Early Career Framework is *not* an assessment framework. The Early Career Professional Development Programme is firmly and exclusively about an entitlement to additional training and support, and not about an additional burden or assessment. ECTs continue to be assessed against the Teachers' Standards, as set out in the [Statutory Induction Guidance 2018](#) (publishing.service.gov.uk), revised March 2021 and in force from September 2021.

Your point of contact for any Programme queries is your Delivery Partner:

For administrative queries please contact: TSH@tgacademy.org.uk

For programmatic queries please contact: estallard@solihull.tgacademy.org.uk

2 Programme benefits for your school

2.1 EARLY CAREER FRAMEWORK REFORMS

The Early Career Framework reforms are the most significant reforms to teaching in a generation. With these reforms, and together with the introduction of the new ITT Core Content Framework, the Department for Education is laying strong foundations for every novice teacher by providing evidence-based professional development and support. The aim is that every new teacher will feel confident, in control and excited about their chosen career. Designed in close partnership with teachers, headteachers, academics, the Chartered College of Teaching and the Education Endowment Foundation, the ECF itself underpins what all early career teachers should be entitled to learn about and learn how to do, based on expert guidance and the best available research evidence.

“ECTs develop their resilience and self-efficacy because the lead provider places great importance on developing attributes. Consequently, ECTs build the right foundations to support longevity in the teaching role. ECTs appreciate how the ECF builds on the core content framework studied as part of their initial teacher education training programmes” (Ofsted, March 2023)

2.2 HOW WILL THIS PROGRAMME BENEFIT YOUR SCHOOL?

The Early Career Professional Development Programme is designed to give schools:

- an evidence-led programme of training for your staff, designed around what really works, and how people really learn
- exceptional professional development designed for ECTs, where they will learn skills that they can use straight away
- a focused development programme for mentors and local and regional training run by expert facilitators
- engaging and accessible online learning, alongside face-to-face and virtual training delivered by school-based experts
- peace of mind... our central and Delivery Partner teams manage all aspects of the training, freeing up in-school staff to focus elsewhere
- a training schedule carefully constructed to be compatible with school life – with the realities of a teaching timetable and school commitments in mind.

3

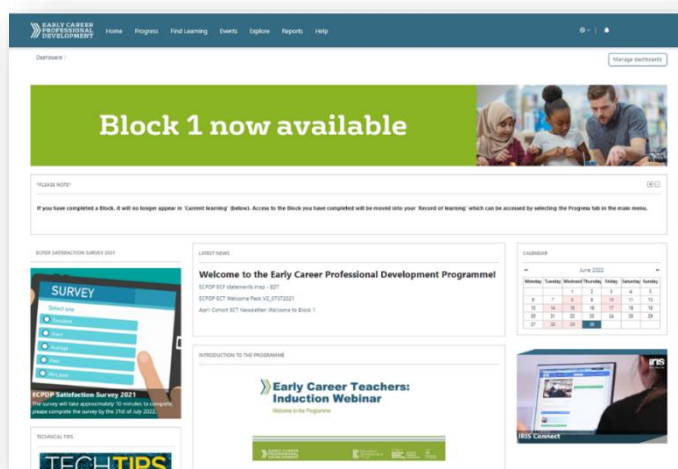


Keeping up-to-date: the online learning platform

The online learning platform acts as the central point where ECTs and mentors can see Programme updates, access their resources and webinars, and enrol onto their training sessions. Induction tutors also have access to a 'Report' zone on their menu and can access Activity Completion Reports and monitor progress for the ECTs and Mentors they manage, directly from the dashboard on the Home zone.

The resources and functionalities for ECTs sit within five zones: [Home](#), [Courses](#), [Events Calendar](#), [Explore](#), [Help](#), allowing ECTs to:

Home	<ul style="list-style-type: none"> • get the latest Programme news • pick up team messages • access their own, personalised upcoming events calendar • jump into the Block they're working on • see how much of the current Block they've completed
Courses	<ul style="list-style-type: none"> • find all the Blocks of core, interactive eLearning, as they go live on the platform
Events Calendar	<ul style="list-style-type: none"> • see which training events are available to them with their local Delivery Partner • book onto selected events, choosing the date/time best suited to them
Explore	<ul style="list-style-type: none"> • access core guidance, e.g., 'getting started', wellbeing, part-time/flexible working guides • catch up on or revisit training sessions by accessing the recordings, and download webinars • discover a range of additional resources, e.g., blogs, podcasts, research digests, videos and signposting to subject/phase/specialist associations
Help	<ul style="list-style-type: none"> • access user guides, video demos and technical tips to support the use of the platform



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.

The resources and functionalities for Mentors sit within six zones:

Home, Courses, Events Calendar, Reports, Explore, Help, allowing Mentors to:

Home	<ul style="list-style-type: none"> • get the latest Programme news • pick up team messages • access their own, personalised upcoming events calendar • jump into the Block they're working on • see how much of the current Block they've completed • access the Activity Completion Reports for the ECTs they manage, and monitor progress directly from the dashboard
Courses	<ul style="list-style-type: none"> • find all the Blocks of core, interactive eLearning, as they go live on the platform
Events Calendar	<ul style="list-style-type: none"> • see which training events are available to them with their local Delivery Partner • book onto selected events, choosing the date/time best suited to them
Reports	<ul style="list-style-type: none"> • access six 'Manager' Reports to track ECT progress including course completion, event tracking, feedback, and video reporting. • ability to download results as an Excel spreadsheet, CSV file or PDF.
Engagement Report	<ul style="list-style-type: none"> • access course completion data for different Blocks displayed on one row per user • see the last attended event of a user with a link to event details • filter the report by completion date ranges, individual users, academic year or user position • export the report as an Excel spreadsheet
Explore	<ul style="list-style-type: none"> • access core guidance, e.g., 'getting started', wellbeing, IRIS Connect • catch up on or revisit training sessions by accessing the recordings, and download webinars • discover a range of additional resources, e.g., blogs, podcasts, research digests, videos and signposting to subject/phase/specialist associations
Help	<ul style="list-style-type: none"> • Access user guides, video demos and technical tips to support the use of the platform.

4 Programme snapshot

With funding from the Department for Education, we have worked with the following partners to create the Early Career Professional Development Programme:



a broad range of school-partners, each bringing insights from particular areas of the curriculum, phases, specialisms and geographies



the Sheffield Institute of Education at Sheffield Hallam University, led by Professor Sam Twiselton, supporting the development of our curriculum and content and ensuring our whole approach is anchored in the best available evidence



the Bell Foundation, bringing expert insights into both the rich experiences and the diverse needs that EAL children bring to the classroom



video-tech experts IRIS Connect, supporting our asynchronous mentoring and coaching on this and our other teacher PD programmes nationally

At a glance, this means we are offering schools:

DfE funding for ECTs to take 5% off-timetable in Y2 of teaching (in addition to the existing 10% in Y1), and funded time for mentors to support ECTs in Y2

a solid curriculum and high-quality self-study and training materials, which centre around the Early Career Framework, meet the Mentor and Teachers' Standards and build on the combined expertise of our partners

funded training for ECTs that combines engaging, accessible online learning with both face-to-face and virtual training delivered by school-based experts

funded training for all mentors put forward by schools, who will benefit from local and regional sessions led by expert facilitators

The blended learning experience we are offering provides ECTs and their mentors with high-quality, evidence-informed professional development. The training schedule has been carefully constructed to not only provide the best learning experience to help ECTs to develop quickly, but to be compatible with school life – with the realities of a teaching timetable and school commitments in mind.

5 Mentors: role and training entitlement

The mentor role is crucial to the development of early career teachers, and of great importance to your school and local community more widely. We are very aware that many mentors 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 a new challenge. Either way, the role of mentor is foundational to this Programme: it is what will drive the greatest improvements in ECTs' knowledge, skills and confidence. Mentors will provide support and challenge and be ECTs' chief guide through the tricky first two years in the profession.

We will train and support each mentor to develop a constructive developmental relationship with their ECT, using the principles of Instructional Coaching whilst harnessing their own experience and expertise. Mentors will receive a full package of training, which includes face-to-face sessions and pre-recorded webinars to ensure they are fully supported to undertake the role.

As well as face-to-face and virtual sessions to develop knowledge and skills in mentoring (aligned to the DfE Mentor Standards), access to extensive guidance and support resources on the ECF and full evidence base, a new induction package has been developed, covering core content, ensuring new and non-standard mentors can access foundational information and professional development immediately and consistently.

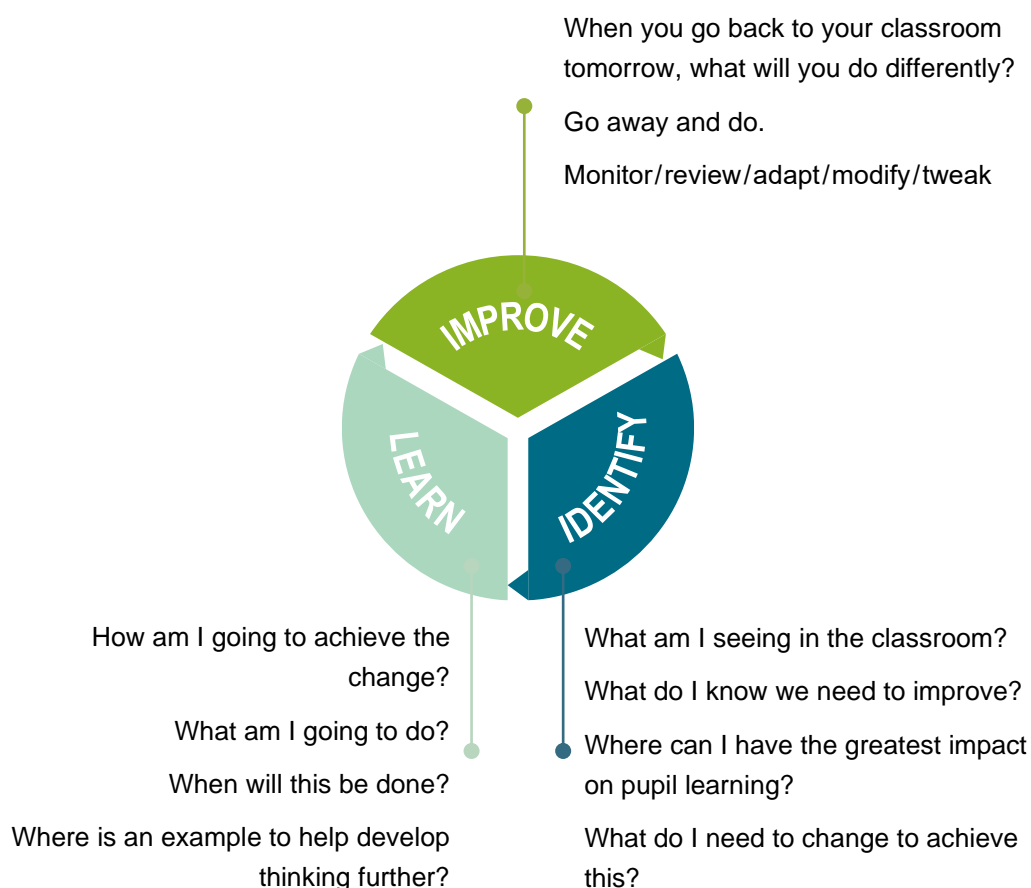
As part of the induction package, to supplement the reading and reflection and to encourage mentors to engage critically with the evidence base, we have also added Year 1 podcasts for each Block for mentors to access which pull out key ideas from research, offering examples, anecdotes and reflection questions so that mentors can listen on the go.

Please note: although we anticipate that the same mentor will work with the ECT for the period of the Programme, we understand that this is not always possible. If any changes do prove necessary, please let your Delivery Partner know as soon as possible.


















6 Mentors' use of Instructional Coaching

Instructional Coaching is a strongly evidenced model of support for improving teacher practice. In terms of impact on pupil outcomes it has a better evidence base than any other form of CPD (Sims, 2019), which is why all mentors on this Programme will use it as a model for working with their ECTs.

Instructional Coaching involves an expert teacher or practitioner working individually with an early career teacher. Not to be confused with traditional coaching and open-ended questions, Instructional Coaching is a structured cycle of **identify – learn – improve**. Crucially, Instructional Coaching involves revisiting the same specific skills, with bite-size feedback each time. Mentors won't just tell their ECTs **what** they need to improve but **how** to improve.



7 Mentors' schedule

MENTOR	Year 1			Year 2			HOURS
	TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
	 3 HRS						
	 2 HRS	 2 HRS	 2 HRS	 1 HR	 1 HR	 1 HR	
Induction package NEW!*							3 HRS
Training sessions [flexible build] **							9 HRS
Webinars [unchanged]	 x2	 x2	 x2	 x2	 x2	 x2	10 HRS
Reading and reflection [unchanged]		 3 HRS		 2 HRS	 2 HRS		5 HRS

A more detailed schedule, showing training dates and session times will be available for mentors when they access the online learning platform, at the start of the Programme.

8 A guide to the ECT learning journey

8.1 WHAT WILL EARLY CAREER TEACHERS LEARN?

Over a carefully sequenced programme of study, ECTs will:

- build a strong understanding of the content of the Early Career Framework
- explore the evidence behind education research and implications for classroom teachers
- develop their teaching through practical ideas and exemplifications of the research in practice
- with mentors' support – reflect on their development, identify areas of strength and areas for improvement
- engage in collaborative learning, sharing of best practice and expert challenge with a community of other early career teachers

8.2 WHAT WILL EARLY CAREER TEACHERS BE DOING?

Over the two years of the Early Career Professional Development Programme, ECTs will work through 12 Blocks (modules) in total, one per half term. Each Block has been designed based on international best practice of effective professional development and includes:

- **Self-Directed Study Materials:** Interactive self-study materials which explain the research behind the Early Career Framework and exemplifications of what this looks like in the classroom. ECTs will find these self-study materials as well as a wealth of other resources on the ECPDP online learning platform. There is also protected time in Year 1 as part of the self-directed study to observe colleagues and to be observed.
- **Mentor Sessions:** One-to-one sessions to help translate the research into their own practice and reflect on learning and development. The content that ECTs should cover in their weekly one-to-ones with their mentor can be found in the Overview of the Curriculum document, that will be ready for your sessions to start in September.
- **Training Sessions:** Group sessions, primarily delivered face to face, to explore the Early Career Framework with peers. These sessions will be facilitated by an expert practitioner who will extend the ECTs thinking and support their planning by sharing practical applications of the research in your classroom.

Each Block provides ECTs with the time to:

- **Learn** the content from the Early Career Framework
- Put the learning into **practice** with suggestions for classroom practice
- **Reflect** on their professional and personal development.



8.3 HOW IS THE LEARNING STRUCTURED FOR EARLY CAREER TEACHERS?

The Blocks have been carefully sequenced so that over the two years, ECTs will cover all statements in the Early Career Framework. The sequence builds from foundational to mastery, providing opportunities to revisit key themes and increasing in levels of complexity and depth as appropriate to their expanding experience.

Each Block starts with a ‘**why this, why now?**’ summary, which states the purpose of the Block and sets it in the context of ECTs’ experience, understanding and confidence. Many aspects of the Early Career Framework are interconnected (for example, quality assessment is not entirely distinct from quality planning or curriculum design). While we have maintained a specific deep focus for each Block so that ECTs have enough time to understand the key aspects of those statements, the Blocks do make reference to the links between different areas. We encourage all mentors and facilitators to support the contextualisation and inter-linking as well.

Year 1	Year 2
Year 1 is an introduction to the key themes and statements in the Early Career Framework. The focus is on helping ECTs to establish themselves in the classroom, drawing on the best international evidence for what works in education. ECTs will work on core principles and techniques of effective teaching, including managing behaviour, lesson planning, expositions, assessment and feedback. Throughout each Block (module) they will find practical, accessible self-study activities to support their development. These will be further supplemented by regular sessions with their mentor and training sessions led by an expert practitioner. These sessions are designed to support ECTs to translate the research into their classroom, with opportunities to discuss research, observe colleagues, practise new techniques and reflect on their progress and next steps.	The structure of the Blocks in Year 2 replicates that of Year 1. Any remaining statements from the Early Career Framework will be covered, and many of the same themes from Year 1 will be revisited in greater depth to strengthen and further ECTs’ practice. During Year 2, the focus is on mastering key ideas in the Early Career Framework. ECTs will be encouraged to reflect on the links between themes, in the light of their increasing knowledge and developing practice. They will continue to work with their mentor to reflect on the progress they have made, and by the end of the year they will identify future opportunities for development or specialisation for the next stage of their career. Training sessions provide additional support and access to a supportive peer network of other early career teachers.
Block 1: Establishing a positive climate for learning	Block 7: Embedding a positive climate for learning
Block 2: How pupils learn: memory & cognition	Block 8: How pupils learn: making it stick
Block 3: Developing effective classroom practice: teaching & adapting	Block 9: Enhancing classroom practice: grouping & tailoring
Block 4: The importance of subject & curriculum knowledge	Block 10: Revisiting the importance of subject & curriculum knowledge
Block 5: Assessment, feedback & questioning	Block 11: Deepening assessment, feedback & questioning
Block 6: A people profession	Block 12: Continuing your professional development













Our sequence is designed based on best practice of interweaving and spaced practice for knowledge retention and recall. Each Block in Year 1 is revisited and developed in Year 2. This gives ECTs the opportunity to build on the learning from Year 1 as well as identify and recognise, through their mentor’s support, the extent to which they have mastered each aspect. Together with their ECT, mentors will celebrate their successes, recognise areas of expertise, and identify further areas and opportunities for their development.

8.4 HOW WILL THE PROGRAMME MATERIALS WORK FOR EARLY CAREER TEACHERS?

These materials are designed to work for all early career teachers regardless of subject, phase, or context. Exemplars have been drawn from a wide range of specialisms and phases and chosen specifically for their relatability. Even if ECTs do not teach pupils at the particular stage the example refers to, the point being demonstrated will still be relevant. Mentors' own training will support them to adapt the sessions to meet their ECT's particular needs and contextualise examples and research for the ECT's phase or subject.

9 ECTs' schedule

A more detailed schedule, showing training dates and session times will be available for ECTs when they access the online learning platform, at the start of the Programme.

		YEAR 1			YEAR 2			HOURS
		TERM 1	TERM 2	TERM 3	TERM 1	TERM 2	TERM 3	
ECT	Regional training		 5 HRS		 6 HRS			11 HRS
	Local group sessions 3 HRS EACH							12 HRS
	Webinars 1 HR EACH	 x2						7 HRS
WEEKLY MENTOR SESSIONS								

10 Using IRIS Connect

Access to IRIS Connect is offered to mentors and ECTs during the first year of the programme. It's a secure video-enabled professional learning platform where the ECT can record their practice for private review at a time that suits. They'll see their teaching from a new perspective, consider learner behaviours and be able to focus on the areas that matter most.

Sharing the video with their mentor will mean that they can provide more mentoring in less time. The mentor will be able to review parts of their lesson, provide contextualised feedback and give in-depth lesson analysis at the touch of a button. And if they wish to, the mentor can share edited examples of their own practice to reinforce points for discussion.

Use of IRIS Connect is a powerful tool in allowing mentors and ECTs to disseminate, discuss and improve specific areas of teaching. It can also be used as a tool to support managing workload. By grounding the identify, learn and improve cycle of the coaching dialogue around short clips of recorded footage, they can explore aspects of their practice as it really exists without the time needed for lesson observation.

Data usage

IRIS Connect specialises in using video to improve teaching and has a 'world-class secure environment'. Further information about data protection at IRIS Connect can be found at: irisconnect.com/uk/support/security-and-privacy

[safeguarding/](#). ECTs' personal data, video content, and comments will be shared in the following ways during the entirety of the Programme:

- With their in-school mentor, for feedback, discussion, and development
- The usage of IRIS Connect will be monitored (number of videos used) by the ECPDP team but there will be no visibility of any content

There is no cost to schools for providing this service and it is likely that your existing policies and parental consent cover videos being used and shared in this way. However, it is the school's responsibility to ensure the appropriate permissions are in place. [For further details, please click here.](#)

[Watch this video to hear from teachers on the progress they have made using IRIS Connect.](#)



11 Safeguarding at Education Development Trust

We wanted to flag here how seriously we take safeguarding and ensuring that everyone we come into contact with knows about the levels of protection and care we put into place.

Safeguarding governance

We have a safeguarding committee comprising members of the trustee board and leadership team which oversees all safeguarding activities to ensure compliance with statutory requirements, monitoring standards and progress in safeguarding practice.

Safeguarding policies and procedures

We have comprehensive policies and procedures in place to ensure that all our employees know how to take appropriate action when reporting concerns to our designated safeguarding leads.

Disclosures by programme participants

Whilst the majority of, if not all, ECPDP programme participants do not fall under the definition of an adult at risk (also referred to as a vulnerable adult), as a programme participant they are a direct beneficiary of EDT, and we therefore have a duty of care towards them.

The employee must not provide any advice but should suggest that the individual speaks to:

1. Someone they trust in their life
2. The principal/headteacher/manager at their school or setting
3. A GP.

If the individual states that they are at immediate risk of harm, they must be advised to call 999.

Safeguarding allegations and concerns about a programme participant

If an employee has a concern about a programme participant's ability to keep children safe through the course of their work, they should discuss this with their line manager and make a report to the Designated Safeguarding Lead, Marisa Sefton at MSefton@edt.org who will make a report to the relevant school's principal/headteacher/manager.

Safeguarding allegations and concerns during a Delivery Partner or Education Development Trust-led session

Any safeguarding concerns relating to Delivery Partners and their staff must be promptly reported to the UKES DSL who, with advice from corporate safeguarding, will submit a report to the Delivery Partner lead and will liaise with them or their safeguarding lead, to ensure that concerns are fully addressed and all relevant escalations to statutory authorities are completed.

Local child protection concerns – what should you do?

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 Designated Safeguarding Lead (DSL) or Headteacher if the safeguarding concern relates to a staff member.

If you have reported a concern to the DSL and are of the genuine view that action has not been taken to protect a child from harm, you can contact your Education Development Trust Designated Safeguarding Lead: Richard Warenisca rwarenisca@edt.org who will provide advice and support on the action/s you can take next.

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.

UKES DSL/Deputy DSL and corporate safeguarding contact details:

Designated Safeguarding Lead, Marisa Sefton

- MSefton@edt.org
- 07468 474773

Deputy Designated Safeguarding Lead, Richard Warenisca

- R Warenisca@edt.org