

# Welcome pack for Induction Tutors

2024/25



In partnership with

**Sheffield  
Hallam  
University**

Sheffield  
Institute  
of Education

Funded by



Department  
for Education



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## Foreword

We are delighted that you have joined with us to participate in the Early Career Professional Development Programme. Education Development Trust has been delivering the Early Career Framework since 2021 and is appointed by the Department for Education to deliver the funded package of support to Early Career Teachers. The package is an entitlement for all ECTs. It is designed to strengthen Early Career Teachers' induction experience and deepen their understanding of the Early Career Framework evidence base. There is an entitlement to this dedicated time and support to ensure that Early Career Teachers develop and thrive within the profession.

Education Development Trust is an international charity which strives 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 schools 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.

**Jayne Thorpe**

**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.



“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)

“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)

## Working in partnership

We collaborate with trusted partners to deliver the Early Career Professional Development Programme and the National Professional Qualifications as 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 in a network of local Delivery Partners from 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.



“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

Our sincere thanks for committing to support this programme in your role as induction tutor. Induction Tutors play a crucial role in supporting both their Early Career Teachers (ECTs) and mentors. We have arranged for you to have full access to all the information you might need to support the teachers taking part in the programme. This Welcome Pack includes information from both the ECT and mentor welcome packs to give you 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.

[Click here to watch an introductory webinar](#) which provides an overview of the programme and your role. 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
- » support your ECT/mentor throughout the ECPDP and share any issues or questions you may have with your DP Lead.

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.



## 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 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 six zones: Home, Courses, Events Calendar, Explore, Learner's Report and Help & Support; allowing ECTs to:

<b>Home</b>	<ul style="list-style-type: none"><li>» get the latest programme news</li><li>» pick up team messages</li><li>» access their own, personalised upcoming events calendar</li><li>» jump into the Block they're working on</li><li>» see how much of the current Block they've completed</li></ul>
<b>Courses</b>	<ul style="list-style-type: none"><li>» find all the Blocks of core, interactive eLearning, as they go live on the platform</li></ul>
<b>Events Calendar</b>	<ul style="list-style-type: none"><li>» see which training events are available to them with their local Delivery Partner</li><li>» book onto selected events, choosing the date/time best suited to them</li></ul>
<b>Explore</b>	<ul style="list-style-type: none"><li>» access core guidance, e.g., 'getting started', wellbeing</li><li>» discover a range of additional resources, e.g., blogs, podcasts, research digests, and signposting to subject/phase/specialist associations</li></ul>



<b>Learner's Report</b>	» see an overview of completion for all Blocks they have been enrolled on » download the report as a record of programme participation and completion
<b>Help &amp; Support</b>	» access user guides, video demos and technical tips to support the use of the platform

Dashboard / Induction Tutor



## Welcome to Early Career Professional Development Programme

**Dashboards**


Induction Tutor  
Help & Support

**Useful Links**

- ECPDP Induction Tutor Welcome Pack 2023
- Early Career Framework Statements Map - This document contains an overview of the Early Career Framework statements that will be covered in each Block
- ECT Event Recordings
- Mentor Event Recordings

**Newsletters**

Help Section Update - March 2024



Video Transcript - Help Section Update - March 2024

**Activity Completion Reports**

Please click on the links below to see the Activity Completion Reports for the users you manage. The links have been grouped by academic year and cohort term.

**ECT**

**2021-2022 September:**  
Block 1/Block 2/Block 3/Block 4/Block 5/Block 6/Block 7/Block 8/Block 9/Block 10/Block 11/Block 12

**2021-2022 January:**  
Block 1/Block 2/Block 3/Block 4/Block 5/Block 6/Block 7/Block 8/Block 9/Block 10/Block 11/Block 12

**2021-2022 April:**  
Block 1/Block 2/Block 3/Block 4/Block 5/Block 6/Block 7/Block 8/Block 9/Block 10/Block 11/Block 12

### 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](mailto:ecf@edt.org).



The resources and functionalities for mentors sit within eight zones: Home, Courses, Events Calendar, Explore, Reports, Engagement Report, Learner's Report and Help & Support; allowing mentors to:

<b>Home</b>	<ul style="list-style-type: none"><li>» get the latest programme news</li><li>» pick up team messages</li><li>» access their own, personalised upcoming events calendar</li><li>» jump into the Block they're working on</li><li>» see how much of the current Block they've completed</li><li>» access the Activity Completion Reports for the ECTs they manage, and monitor progress directly from the dashboard</li></ul>
<b>Courses</b>	<ul style="list-style-type: none"><li>» find all the Blocks of core, interactive eLearning, as they go live on the platform</li><li>» catch up on or revisit training sessions by accessing the recordings in the ECT and mentor Event Recordings courses</li></ul>
<b>Events Calendar</b>	<ul style="list-style-type: none"><li>» see which training events are available to them with their local Delivery Partner</li><li>» book onto selected events, choosing the date/time best suited to them</li></ul>
<b>Explore</b>	<ul style="list-style-type: none"><li>» access core guidance, e.g., 'getting started', wellbeing, IRIS Connect</li><li>» discover a range of additional resources, e.g., blogs, podcasts, research digests, videos and signposting to subject/phase/specialist associations</li><li>» find podcasts within the 'Welcome' section of each Block (please note: Podcast 1 in the mentor induction course counts towards course completion, Podcasts 2-6 are part of course completion for their respective Blocks only)</li></ul>
<b>Reports</b>	<ul style="list-style-type: none"><li>» access eight 'Manager' Reports to track ECT progress including course completion, event tracking, feedback, and video reporting.</li><li>» ability to download results as an Excel spreadsheet, CSV file or PDF</li></ul>
<b>Engagement Report</b>	<ul style="list-style-type: none"><li>» access course completion data for different Blocks displayed on one row per user</li></ul>

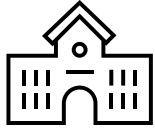


	<ul style="list-style-type: none"><li>» see the last attended event of a user with a link to event details</li><li>» filter the report by completion date ranges, individual users, academic year or user position</li><li>» export the report as an Excel spreadsheet</li></ul>
<b>Learner's Report</b>	<ul style="list-style-type: none"><li>» see an overview of completion for all Blocks they have been enrolled on</li><li>» download the report as a record of programme participation and completion</li></ul>
<b>Help &amp; Support</b>	<ul style="list-style-type: none"><li>» Access user guides, video demos and technical tips to support the use of the platform.</li></ul>



## 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



Sheffield  
Institute  
of Education

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 development 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.

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. Provision includes 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, and an induction package for mentors. 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.

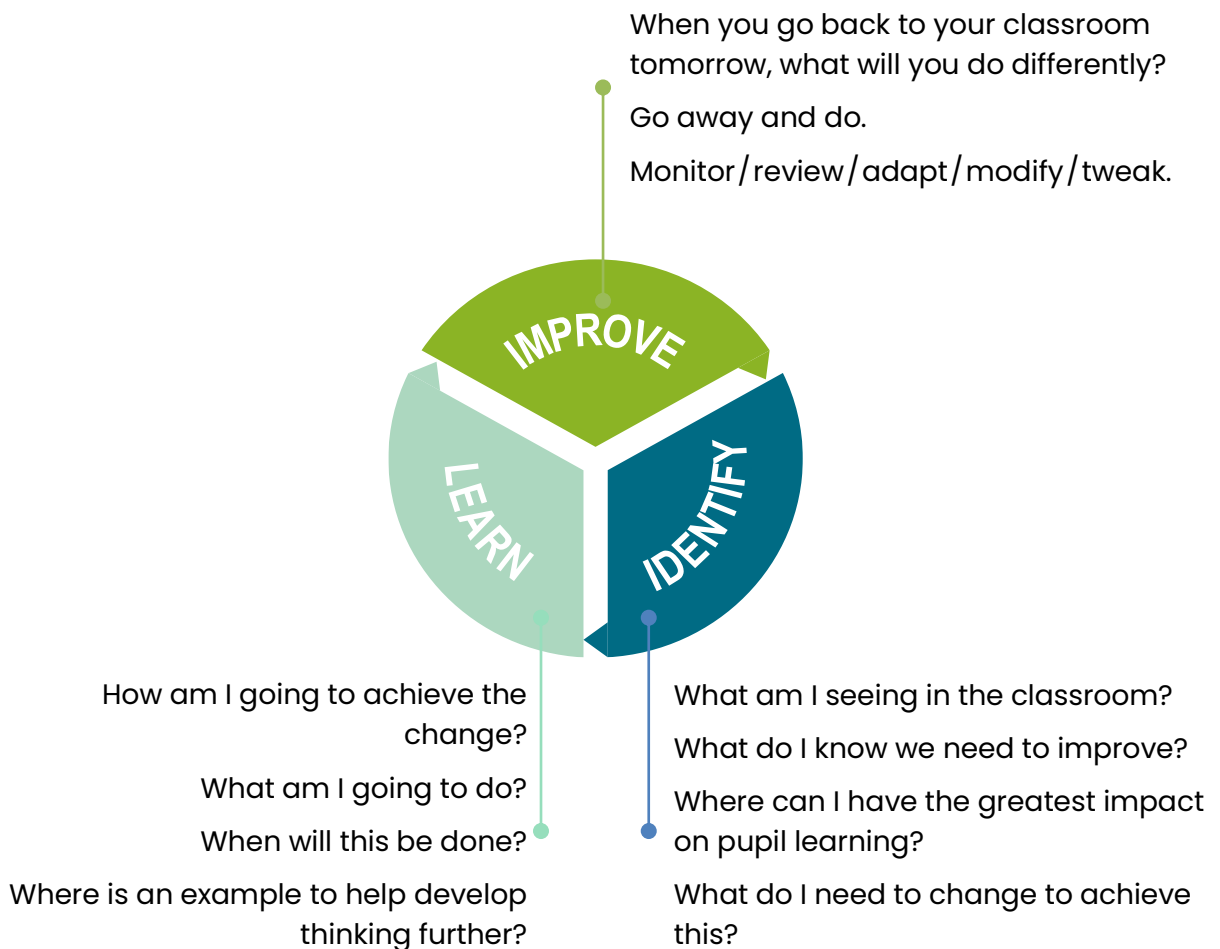
Please note, although we anticipate that the same mentor will work with the ECT for the period of the programme, we understand that this is not always possible. If any changes do prove necessary, please let your Delivery Partner know as soon as possible.



## 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. Mentor schedule

Mentor	Year 1			Year 2			Total hours
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
 Induction core content package	3 hours						3 hours
 Training sessions [Flexible build]	2 hours	2 hours	2 hours	1 hour	1 hour	1 hour	9 hours
 Webinars	2 hours	2 hours	1 hour	2 hours	2 hours	1 hour	10 hours
 Reading and reflection	← 3 hours →			← 2 hours →			5 hours

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.





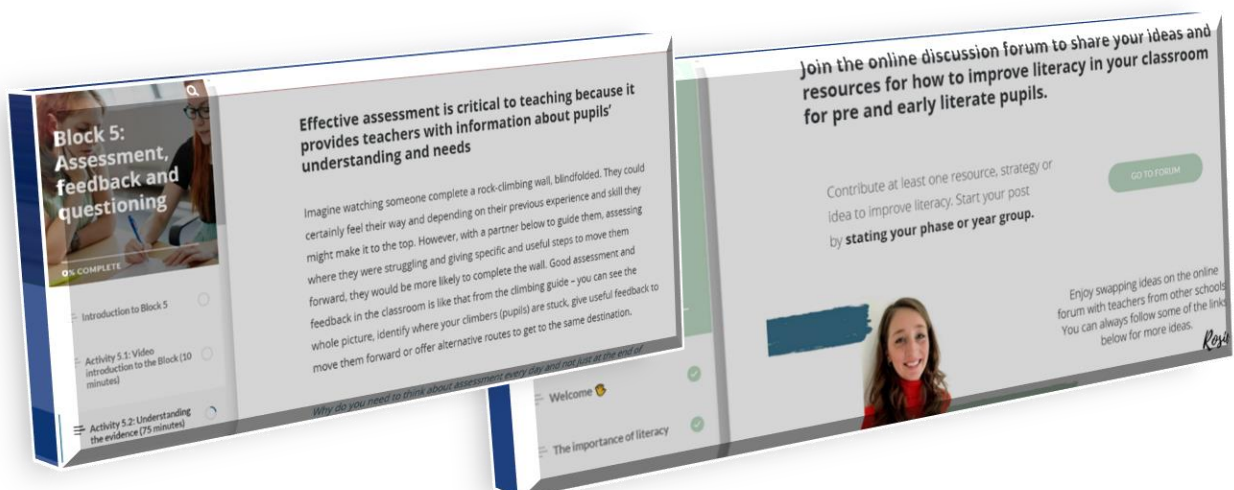
## 8.2. What will Early Career Teachers be doing?

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 ECF 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.

<b>Year 1</b>	<b>Year 2</b>
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 enables the deepening of the understanding to the themes from 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 networking opportunity with other Early Career Teachers. .
<b>Block 1:</b> Establishing a positive climate for learning	<b>Block 7:</b> Embedding a positive climate for learning



<b>Block 2:</b> How pupils learn: memory & cognition	<b>Block 8:</b> How pupils learn: making it stick
<b>Block 3:</b> Developing effective classroom practice: teaching & adapting	<b>Block 9:</b> Enhancing classroom practice: grouping & tailoring
<b>Block 4:</b> The importance of subject & curriculum knowledge	<b>Block 10:</b> Revisiting the importance of subject & curriculum knowledge
<b>Block 5:</b> Assessment, feedback & questioning	<b>Block 11:</b> Deepening assessment, feedback & questioning
<b>Block 6:</b> A people profession	<b>Block 12:</b> Continuing your professional development

Our sequence is designed based on best practice of Interleaving 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, and deepen, 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 support 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. ECT 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.

ECT	Year 1			Year 2			Total hours
	Term 1	Term 2	Term 3	Term 1	Term 2	Term 3	
 Regional training		5 hours		6 hours			11 hours
 Local group sessions	3 hours		3 hours		3 hours	3 hours	12 hours
 Webinars	2 hours	1 hour	1 hour	1 hour	1 hour	1 hour	7 hours
 Self-study	← 26 hours →			← 5 hours →			31 hours
	Weekly mentor sessions			Fortnightly mentor sessions			



## 10. Using IRIS Connect

Access to IRIS Connect is offered to both mentors and ECTs for the duration 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

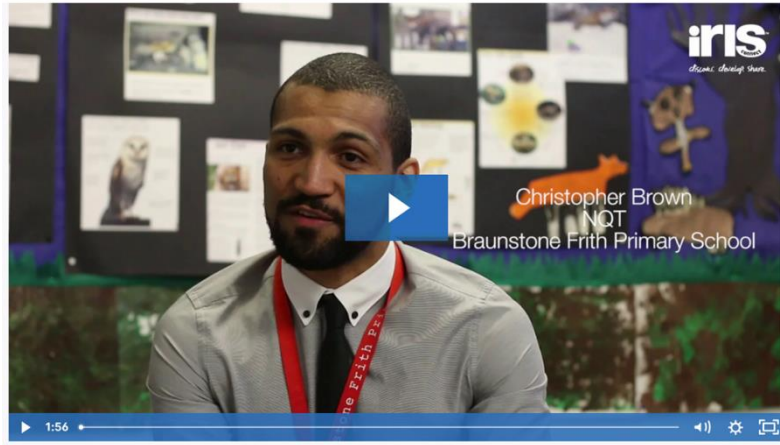
IRIS Connect specialises in using video to improve teaching and has a 'world-class secure environment'. Further information about data protection at IRIS Connect can be found at: [irisconnect.com/uk/support/security-and-safeguarding](https://irisconnect.com/uk/support/security-and-safeguarding). ECTs' 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 read IRIS Connect Information for Schools.](#)



[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 share 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. Everyone is responsible for safeguarding, irrespective of their level of contact with programme participants, and must remain alert to issues, reporting concerns and disclosures swiftly to the Designated Safeguarding Lead (DSL) so that the right action can be taken, especially in the event of immediate risk of harm to pupils and vulnerable adults.

### 11.1. Safeguarding governance at EDT

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 is embedded throughout the organisation's governance structure and safeguarding management procedures

### 11.2. Safeguarding allegations and concerns about a programme participant (including concerns during a Delivery Partner or Education Development Trust-led session)

If you have a **concern about a programme participant**, for either of the following reasons:

- 1) **Their ability to keep children safe** through the course of their work,
- 2) **Their own safety and/or wellbeing**

**Then please follow these steps:** make a report to the Designated Safeguarding Lead, Gemma Bramley at [Gbramley@edt.org](mailto:Gbramley@edt.org) who will make a report to the relevant Delivery Partner and/or school's principal/headteacher/manager and receive further advice from EDT's corporate Safeguarding team.

**In the event of an immediate risk of harm to the individual, you must deal with the situation as an emergency and call the police on 999.**

	Name	Email	Telephone
Designated Safeguarding Lead	Gemma Bramley	<a href="mailto:Gbramley@edt.org">Gbramley@edt.org</a>	07826 540254
Deputy Designated Safeguarding Lead	Richard Warenisca	<a href="mailto:RWarenisca@edt.org">RWarenisca@edt.org</a>	



Corporate Safeguarding Team	Marisa Sefton Tendai Mupeta	<a href="mailto:msefton@edt.org">msefton@edt.org</a> <a href="mailto:TMupeta@edt.org">TMupeta@edt.org</a>	07468 474773 07876 835445
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All safeguarding concerns/allegations/self-disclosures will continue to be investigated to conclusion despite resignation or if the individual/s ceases to provide their services; these actions will not prevent thorough follow up and the outcome being reported to appropriate authorities, as required and appropriate to do so.

### **11.3. Safeguarding allegations and concerns about a Delivery Partner and their staff**

If there is a safeguarding **concern relating to a Delivery Partner and their staff** you should contact EDT's UKES Designated Safeguarding Lead (DSL), Gemma Bramley , [Gbramley@edt.org](mailto:Gbramley@edt.org) who, with advice from corporate safeguarding, will submit a report in line with the Delivery Partner's escalation and reporting policy, to ensure that concerns are fully addressed and all relevant escalations to statutory authorities are completed.

However, if the concern involves the DSL, including EDT's Corporate Safeguarding Officer or Head of Safeguarding, then a disclosure should be submitted to the Trust's whistleblowing email box at: [confidentialconcerns@educationdevelopmenttrust.com](mailto:confidentialconcerns@educationdevelopmenttrust.com)

### **11.4. Local child protection concerns – what should you do?**

School child protection concerns and school staff safeguarding concerns should be managed in line with your school's reporting and referral procedures. 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.

**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.**

If you have reported a concern to the school 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: Gemma Bramley, [Gbramley@edt.org](mailto:Gbramley@edt.org) who will provide advice and support on the action/s you can take next.