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Department
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Set for **Success**

Support your early career teachers and their
mentors with the Early Career Training Programme

 **Teach
First** | Training
Partner



Saffron
Teaching School
Hub

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What is the Early Career Teacher Entitlement?

The Early Career Teacher Entitlement (ECTE), an evolution of the Early Career Framework, is a two year induction programme designed to support early career teachers and their in-school mentors, funded by the Department for Education (DfE).

This entitlement provides extended support during the critical early years of a teacher's career. The training starts during a teacher's qualifying year and continues the following year.

Funding

The Early Career Teacher Entitlement (ECTE) is fully funded by the DfE when you take the full induction programme through one of our delivery partners.

In the first year of the ECTE, the DfE will provide funds to reduce each early career teacher's timetable by 10% and release mentors to support your ECTs.

In the second year, the DfE will provide your school with extra funding to reduce each early career teacher's timetable by 5% alongside additional funding for mentors to continue to work with ECTs.

Further information on funding and your options is available on the [DfE website](#).

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The Early Career Training Programme is such an important programme to support new teachers. I believe that in the early stages of your career, you should have access to support for as long as possible while you find your feet and work out what kind of teacher you are and the ECTP provides exactly that.”

Elena Russell, Assistant Principal, Lordswood Boys' School



Teach First's Early Career Training Programme

A key aspect of the ECTE is the ECTs entitlement to access to a high-quality training programme. From September 2025, our Early Career Framework Programme will relaunch as the Early Career Training Programme (ECTP), offering a more personalised and flexible experience for early career teachers (ECTs) and their mentors. These enhancements are designed to better reflect the day-to-day realities of classroom life and provide more targeted support. Key improvements include:

Diagnostic tool

A new diagnostic tool will consider each ECT's prior knowledge and experience, directing them towards content to meet their individual developmental needs.

Tailored pathways

ECTs will follow personalised learning journeys, with core content for those building foundational knowledge and stretch activities for those ready to apply embedded knowledge in practice.

Richer classroom examples

A greatly expanded video library across Early Years, primary, secondary, post-16 and special schools.

More collaboration time

Seminars with more opportunities for collaboration and discussion—plus subject-specific options in the second year.

Year one

Rooted in research and expertise and backed by a range of tailored resources, year one of the programme consists of six modules covering the following topics:

- 1 How can you create an effective learning environment?
- 2 How do pupils learn?
- 3 What makes classroom practice effective?
- 4 How can you use assessment and feedback to greatest effect?
- 5 How can you support all pupils to succeed?
- 6 How can you design a coherent curriculum?

Each module includes self-directed study materials with expert guidance, research and examples of best practice across different phases and contexts.

Following an in-person induction conference day, programme members will join online or in-person seminars to discuss theory and their experiences with small groups of peers and experts.

Year two

In year two, teachers will:

- engage in subject/phase-specific learning and development
- develop their autonomy of learning
- choose from a range of leadership development modules
- continue to benefit from instructional coaching sessions with their mentor



Mentor training programme

Mentors will receive training to develop skills in:

- instructional coaching
- providing effective feedback
- using deliberate practice to accelerate progress
- how to provide further challenge to high-performing early career teachers

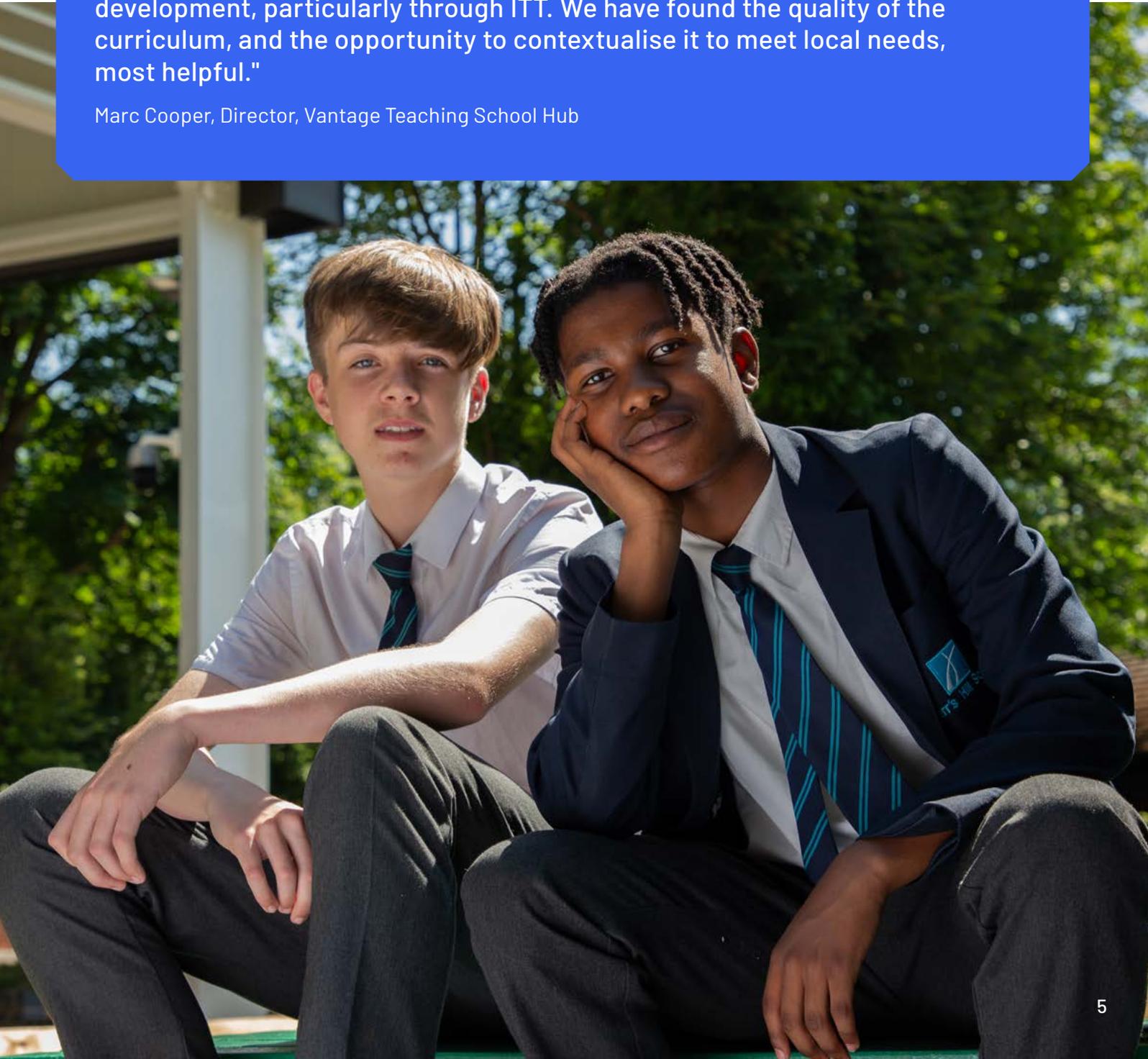
Mentors will have access to overview videos to complement the modules being undertaken by their ECTs, so they can tailor and align their support accordingly.

Mentors will also have the opportunity to learn from experts. Through online or in-person seminars, they'll discover the best ways to reflect on their practice and develop their instructional coaching skills.

“

When choosing a lead provider for the Early Career Training Programme, we took a close interest in Teach First's long-standing track record of teacher development, particularly through ITT. We have found the quality of the curriculum, and the opportunity to contextualise it to meet local needs, most helpful."

Marc Cooper, Director, Vantage Teaching School Hub



Why choose Teach First as your provider?

By choosing us as your Early Career Training Programme provider, you'll benefit from our:

- phase and subject specific training, covering 25 different subjects, designed by experts
- expertly designed training, rated outstanding by Ofsted in all areas
- school-led approach - our programme was created by our expert teacher educators working with school trusts
- flexibility, with our online learning platform and resources that fit around teachers' timetables
- experience, with over 20 years of helping new teachers get better, faster - whether they trained with us or not

- extensive exemplification materials across a range of phases and different contexts
- optional modules, including our 'Excellent Teaching in Special Schools' module, designed by experts, and our 'Leadership Development' module, designed to support ECTs with the next steps in their career

Supporting wellbeing

As part of our continued support, early career teachers and their mentors will have access to sessions focused on managing workload and wellbeing.

“

Teach First's core vision is about making sure we have the very best teachers and leaders in the school communities which need them most. This is something we feel equally passionate about."

Simon Renshaw, Director, Leicester and Leicestershire Teaching School Hub

“

The vision of Teach First, to support and empower the most disadvantaged children, is realised through a research informed curriculum that is at the heart of all aspects of the programme."

Ofsted inspection, January 2025


Ofsted
Outstanding
Provider

Our subject matter experts

A subject matter expert is attached to each of our modules on the programme. These experts provide advice, guidance and resources, and assist with the structure and design of the content. They help us consider how we pitch the content to meet the needs of all early career teachers and how to incorporate subject- and phase-specific content.

All our experts create video content for the modules, including:

- an introduction to the module itself
- videos explaining complex concepts, research and, where appropriate, examples of practice teachers can use as models



Experts by module

Module 1: How can you create an effective learning environment?

Tom Bennett – Director and founder of researchED, a Teacher Fellow of Corpus Christi College, Cambridge University and the author of four books on teacher training, behaviour management and educational research.

Module 2: How do pupils learn?

Benjamin Riley – Founder of Cognitive Resonance and former Founder and CEO of Deans for Impact, a national non-profit organisation dedicated to ensuring every child is taught by a well-prepared teacher.

Module 3: What makes classroom practice effective?

Claire Stoneman – Founder of researchED Birmingham, Director at Exemplary Leadership Programme (ELP), member of the steering group of the Midlands Knowledge Schools Hub and a member of Ofsted's working group for the English curriculum.

Module 4: How can you use assessment and feedback to the greatest effect?

Evidence Based Education – We are working with three experts from Evidence Based Education, Professor Rob Coe (Director of Research and Development), Dr Stuart Kime (Co-Founder and Director of Evidence Based Education) and Dr Mick Walker (Chair of the Advisory Board). By developing tools and delivering training they aim to improve learner outcomes worldwide.

Module 5: How can you support all pupils to succeed?

Driver Youth Trust – A national charity focused on improving outcomes for learners with special educational needs. They work in partnership with schools to ensure all learners with literacy difficulties and SEND access an education that is responsive to, and inclusive of, their needs.

Module 6: How can you design a coherent curriculum?

Ed Vainker – Executive Principal of Reach Academy Feltham which opened in 2012 and was judged outstanding in 2014. He's the co-founder and Director of the Reach Children's Hub.

What the programme looks like for early career teachers in year one

Time commitment

In year one, ECTs will:

- attend a full induction
- spend a total of three and three quarter hours each half-term learning content online - this online content has been broken down into weekly bitesize chunks, to help support the teacher fit their learning into the half term
- attend two live online or in-person training sessions per half term, lasting an hour and a half each, exploring more complex content
- spend an hour each week with their mentor, either being observed, receiving feedback or discussing a topic in-depth to enhance their understanding

What does a module look like in year one?

Self-directed study

3 hours 45 min of self-directed study, encompassing a range of exemplification materials, online activities and reflection.

Group seminars

Two 1 hour 30 min small group seminars to discuss and debate the core content with fellow early career teachers.

Instructional coaching

A half termly cycle of agreeing development needs, providing opportunities to translate theory into practice and receive feedback, as the ECT works through the course with their mentor.



Year one

The Teach First programme is made up of six modules, one per half term, as follows:

Module 1

- **How can you create an effective learning environment?**
- Establishing classroom routines and creating a culture of mutual trust and respect, to ultimately make an effective learning environment.

Module 2

- **How do pupils learn?**
- The importance of memory, avoiding cognitive overload and building pupils' long-term memory.

Module 3

- **What makes classroom practice effective?**
- Effective classroom practice, such as retrieval practice, instruction and modelling, and using questioning effectively.

Module 4

- **How can you use assessment and feedback to the greatest effect?**
- The importance of assessments, planning assessments and monitoring pupil work for misconceptions, and making feedback purposeful and manageable.

Module 5

- **How can you support all pupils to succeed?**
- Supporting all pupils to succeed through adaptive teaching, and teaching pupils who require a greater level of support.

Module 6

- **How can you design a coherent curriculum?**
- Supporting pupils to build mental models and teaching a coherent curriculum.

“

It makes me proud to tell people I'm a teacher. It's such a privilege to do this job. I find it rewarding in so many ways. It's an unparalleled feeling to watch students progress as they learn to love and succeed in your subject."

Nancy Mullen, early career teacher,
Castle Mead Academy

Each module includes self-directed study materials with expert guidance, research and examples of best practice. There is extensive classroom footage and video exemplification to show how theory translates into practice. All classroom footage has been filmed in real schools and features real teachers and classes. Each module contains pre- and post-module quizzes to help ECTs evaluate their development and support rapid progress.

ECTs will join online or in-person training sessions to discuss theory and their own experiences with small groups of peers and experts. Mentors will be trained on having instructional coaching conversations with their early career teachers.

ECTs also receive access to the optional module 'Excellent Teaching in Special Schools'. This module provides further support and guidance for ECTs working in special schools or with pupils with SEND.



What the programme looks like for early career teachers in year two

What's on offer

Year two content will be phase/subject-specific, building on concepts developed in year one. This is important to the early career teacher's success – recent research has highlighted that phase/subject-specific professional development has a greater impact on pupil outcomes (Cordingley et al., 2015).

Year two focus areas

In year two ECTs will explore the following areas through their subject or phase:

- Developing pupils' intrinsic motivation.
- Anticipating and addressing common misconceptions.
- Developing pupils' subject-specific skills.
- Developing pupils' literacy using structured talk.
- Using meaningful and memorable explanations.
- Developing a coherent curriculum.

Teachers will deepen their subject-or phase-specific knowledge on our unique programme through:

- phase/subject-specific seminars, designed and delivered by subject or phase matter experts
- one-to-one instructional coaching with mentors
- diagnostic quizzes to support ECTs identify gaps and focus on their highest leverage development areas
- revisiting more challenging aspects of the ITTECF through the self-directed study

Time commitment

In year two, early career teachers will:

- attend a year two induction
- complete 1 hour of self-directed study each term
- meet their mentor for an hour every two weeks
- attend two 90 minute phase/subject-specific seminars every half term to collaborate on learning and development

Early career teachers will have access to four additional modules to help develop their learning. These four leadership modules will help early career teachers prepare for their next step in school, helping the transition to new roles but also supporting schools to retain great teachers. The four optional leadership modules are:

- Implementing research into your classroom practice.
- An introduction to becoming a careers leader.
- An introduction to effective mentoring.
- Preparing for middle leadership.

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The best thing about the programme is how thorough and engaging it is.

Every in-person and online seminar is so well thought out and I always feel like I've gained so much from each session. I really enjoy talking to other early career teachers and seeing how they are getting on too.”

Early career teacher, 2023 cohort

What the programme looks like for mentors

The role of the mentor

A mentor is the most important person to a new teacher. Mentor meetings provide opportunities to discuss ways of working and specific areas for the ECT's development.

From September 2025, the Early Career Training Programme for Mentors will be delivered over one year. Mentors will attend an induction in the first half term. It will provide them with everything they need to know about how to support their allocated ECT through the Early Career Training Programme, including effective mentoring and how to use instructional coaching to enhance teacher development.

Mentors will spend one hour per week with their ECT, to identify and support key areas of development. This could include either a short drop-in lesson observation, providing feedback and instructional coaching, or discussing a topic in-depth to help enhance understanding of a concept within the school context. This reduces to one hour every two weeks in year two.

Time commitment for mentors

- Full day induction (6 hours).
- Weekly instructional coaching interactions with their early career teacher (and reduces to one hour every two weeks in year two).
- Six 1.5 hour seminars.
- Mentors are expected to engage with weekly overview videos, which support them to understand how they can best support their ECT each week (approximately one hour per half term).

Mentors will also have access to overview videos to help support their ECT as they progress through their year two development cycles.

Support for mentors

At the beginning of the programme, mentors will receive training which covers:

- an overview of the ECTP and your mentor role
- using the diagnostic tool to tailor support for your ECT
- using instructional coaching to accelerate progress
- how to support your ECT's workload and wellbeing

To help support mentors in choosing a focus for the weekly meetings, they will have access to a mentor handbook. This outlines a recommended structure and sequence for mentor and early career teacher interactions. It also details key questions and talking points for each week of every module.

Mentors will also have access to all online content available to the early career teachers.

“

I wanted to be a mentor because just as I love seeing the progress of my pupils, I also love seeing the progress of the people I'm mentoring."

Mikaela Dean, Lead Subject Mentor of MFL, Leicester and Leicestershire SCITT

Teach First's mission

Teach First is a charity that believes education is the most powerful tool to help children fulfil their potential.

We create a community of leaders, both within and beyond the classroom, with a shared dedication to ensuring the poorest children achieve their full potential.

We work with schools to make three things happen:

Great teachers

We help people develop into inspiring teachers. And we support them every step of the way as they discover their potential.

Brilliant leaders

Behind every great school is a great leadership team. We support talented teachers to become inspiring and effective leaders at every level.

Thriving schools

We connect schools to networks of support. And we work hard to create a positive policy environment. All so schools can make an even bigger difference.

“

Teach First helps make sure the Early Career Training Programme resources fit our school model. This gets the best out of our staff in our own school contexts and builds a sense of community.”

Brendan Tapping, CEO, and Suzanne Robbins, Director of Teacher Development,
Bishop Chadwick Catholic Education Trust

