Ambition Institute

ECTP:
PROGRAMME
HANDBOOK
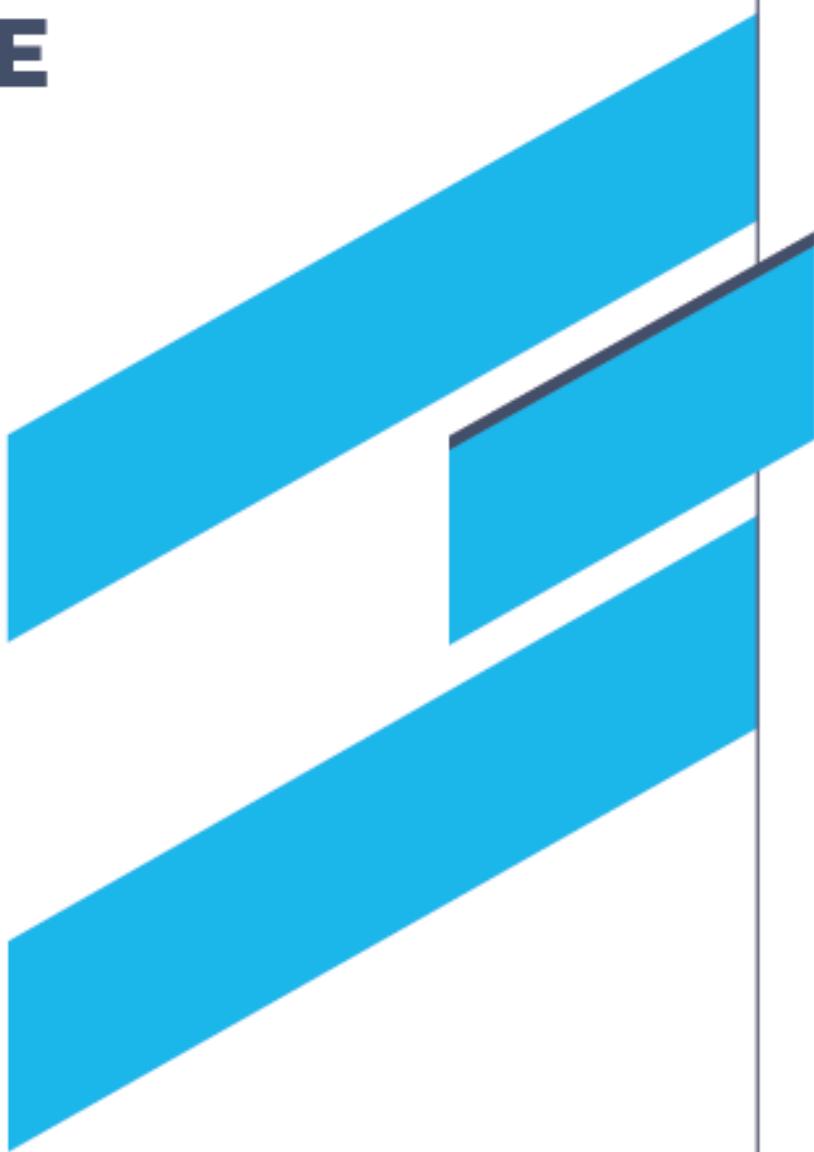
**KEEP
GETTING
BETTER**

1.0 Introduction

Welcome to your Early career training programme with Ambition Institute. This handbook is designed to help you get the most from your two-year programme, whether you are an early career teacher (ECT) or a mentor. It contains practical details about how the programme works, what you can expect, and where to find support.

This is a working document and will be updated regularly to reflect learning and improvement. For the most up-to-date version, please access the electronic copy online, rather than a downloaded version.

Our shared commitment is to work together so you get full access to evidence-based professional development, supporting your growth, wellbeing and impact in the classroom.

1.1 How to use this handbook
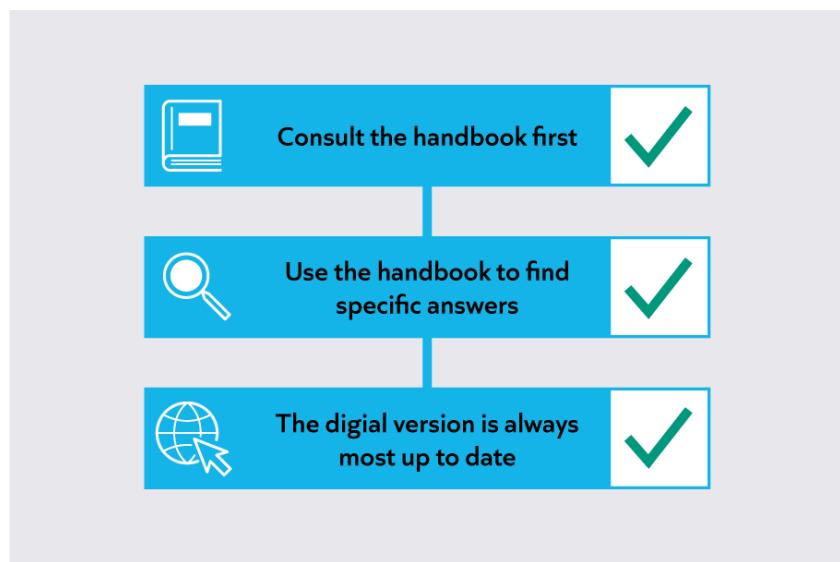
This handbook is intended for participants who are beginning the programme from September 2025 onwards. If you started before this date, you may need to refer to an earlier version or ask your school induction tutor or mentor for guidance.

You do not need to read the handbook from start to finish unless you wish to; instead, use the contents page to find the sections most relevant to your current stage or questions.

We recommend keeping your handbook electronic, as updates are made regularly and printed copies can quickly become outdated. If you have a question about your programme, consult the handbook first - many common queries are answered here.

If you cannot find the information you need, your mentor or school induction tutor will be able to help.

2.0 The Early Career Training Entitlement (ECTE)

As an early career teacher, your professional development is shaped by two key elements: the Statutory Induction and the early career training programme (ECTP).

2.1 The Statutory Induction

This is a two-year period managed by your appropriate body, often a teaching school hub, and is required for you to become a fully qualified teacher in England. During this time, you will benefit from a reduced timetable and support from a mentor.

Your school induction tutor will observe your lessons and write progress reviews, while your appropriate body will make decisions about your progress, including whether you pass, fail, or require an extension or pause. **Ambition Institute does not assess you for statutory induction: this process is entirely separate from the ECTP.**

2.2 The Early Career Training Programme (ECTP)

The ECTP is based on the Initial Teacher Training and Early Career Framework (ITTECF) which sets out what teachers should know and be able to do at this stage.

Developed by Ambition Institute and delivered through our network of Delivery partners, the ECTP is your entitlement to a structured, evidence-based professional development programme. This programme is designed to help you deepen your knowledge and practice, supporting your progress towards meeting the Teacher Standards.

Participation in the ECTP is not assessed or graded and so you cannot pass or fail the programme itself. However, strong engagement will help you develop expertise and confidence.

3.0 Glossary of key terms *coming soon*!

There are many terms and acronyms used within the ECTP. We aim to use terms consistently and we ask you to do the same. Clarity of language helps make the programme accessible and reduces its complexity.

We will be updating this section of the handbook along with our next round of updates due to begin in September 2025.

4.0 Early career training programme overview

The Early career training programme aims to support you to get off to the best possible start in your teaching career. Over two years, you will build on your Initial Teacher Training and deepen your understanding of key areas of teaching.

4.1 Roles

As an **ECT**, you will take part in a professional development programme that includes regular support from your mentor. Your **mentor** will provide tailored guidance through instructional coaching and, where needed, pastoral support, as well as informal feedback from lesson drop-ins. They work closely with your school induction tutor and headteacher to ensure your support is appropriate and relevant to your context.

Your school induction tutor coordinates your induction and training in school, ensures you have time off timetable, tracks your development, and, as part of your statutory induction, assesses your progress against the teacher standards. **headteachers** play a vital role by ensuring you and your mentor have the right timetable reductions and support.

Ambition Institute, as **lead provider**, designs the programme, working with a network of **delivery partners** who deliver training and events, contextualise content for your school, and monitor participation. Your **appropriate body** oversees the quality of your statutory induction and makes final decisions about your progress.

Throughout the programme, you will access content, tools and support through our online platforms: MyECT and Steplab. Steplab is designed to help you and your mentor make lasting changes to your classroom practice.

4.2 Design principles

Expertise	Mental models	Evidence
We focus on building expertise through professional development	We build expertise by developing mental models for specific roles	We supplement experience with insights from research
Sequencing	**Translation**	**Deliberate practice**
We sequence ideas and experiences carefully to build on each other	We provide examples of what theory looks like in practice and support to achieve this	We provide opportunities for practice and feedback
Habits	**Motivation**	**Tight-but-loose**
We make change stick through habits and routines	We build motivation throughout	We are tight on the above and loose on everything else

4.2.1 Expertise

Your programme is built on a strong evidence base about how teachers learn and develop expertise. It has been carefully designed to help you build secure understanding and flexible knowledge through revisiting content, focusing on application and adaptability.

4.2.2 Mental models

The programme supports you to develop well-organised mental models, guiding your teaching decisions and helping you connect ideas across different domains. You will engage with high-quality, reliable research and learn how to critically appraise evidence as you progress.

4.2.3 Evidence

Teaching is a highly complex task, and insights from research can support you to identify effective teaching approaches. However, engaging with research can take time and be challenging because research evidence can vary in its level of reliability. Our programme resources are evidence informed and based on the most reliable, high-quality research available. As you progress through the programme, you will also be supported to develop your own ability to critically appraise research.

4.3 Programme structure

Your expertise will develop through a combination of self-study modules, mentor support, and facilitated events:

> **Self-study content**. Fortnightly self-study modules help you deepen your understanding of evidence-informed content, tailored to your needs.

> **Mentor support**. Regular meetings with your mentor provide opportunities for instructional coaching and pastoral support. Your mentor can also support you in putting your learning into the context of your school and classroom.

> **Conferences and clinics**. Conferences and clinics, spaced throughout the programme, allow you to consolidate your learning and explore key elements of practice in greater depth.

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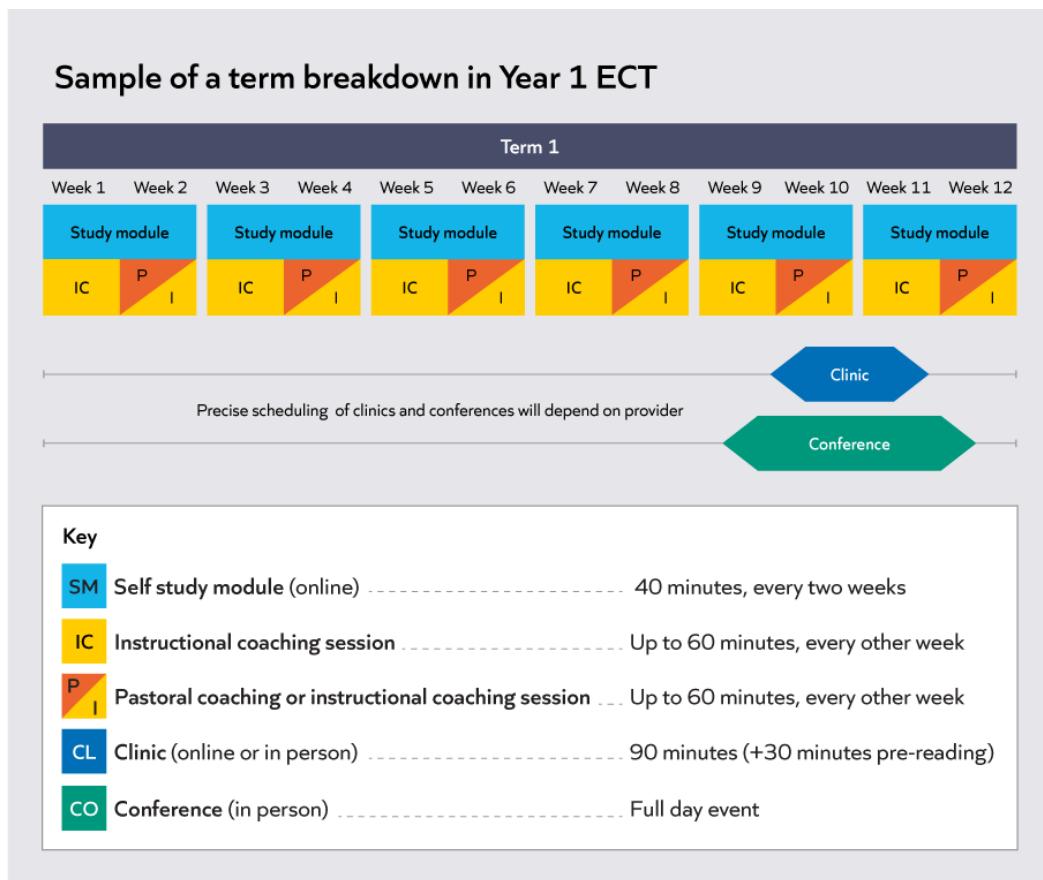
Sample of a term breakdown in Year 2 ECT

Term 4											
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12

Study module — IC — Clinic — Conference

Precise scheduling of clinics and conferences will depend on provider

Key

SM	Self study module (online)	40 minutes, every two weeks
IC	Instructional coaching session	Up to 60 minutes, every other week
	Down time	Mentoring sessions switch to solely every other week cadence in year 2
CL	Clinic (online or in person)	90 minutes (+30 minutes pre-reading)
CO	Conference (in person)	Full day event

4.3.1 Programme structure overview

The image below shows how Ambition's ECT programme is structured:

ECT broad programme structure

Year 1			Year 2		
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Self study	Self study	Self study	Self study	Self study	Self study
Mentoring	Mentoring	Mentoring	Mentoring	Mentoring	Mentoring
Clinic 1	Clinic 2	Clinic 3	Clinic 4	Clinic 5	Clinic 6
Conference	Conference		Conference		

Key

Self study		40 minutes, every two weeks
Mentoring		Up to 60 minutes weekly (switches to every other week in Y2)
Clinic		90 minutes (+ 30 minutes of pre-reading), online or in person
Conference		Full day, in person event

4.4 Curriculum content

The Initial Teacher Training and Early Career Framework (ITTECF) outlines the knowledge you will learn and apply.

4.4.1 Strands

The content is organised into four strands:

> Behaviour
> Instruction
> Curriculum and assessment
> Professional practice

However, it might be more helpful to think of these strand names as being *mainly* behaviour, *mainly* Instruction, *mainly* curriculum and assessment, and *mainly* professional practice as each strand includes relevant aspects of other strands.

Each term, you will study modules from different strands, helping you connect ideas holistically and develop expertise to address real classroom challenges.

Behaviour
- High expectations
- Positive learning behaviours
- Motivation

Instruction
- Building understanding
- Supporting lasting learning
- Deepening thinking

Curriculum and Assessment
- Knowledge constructs and curriculum design
- Responsive teaching
- The accessible and inclusive curriculum
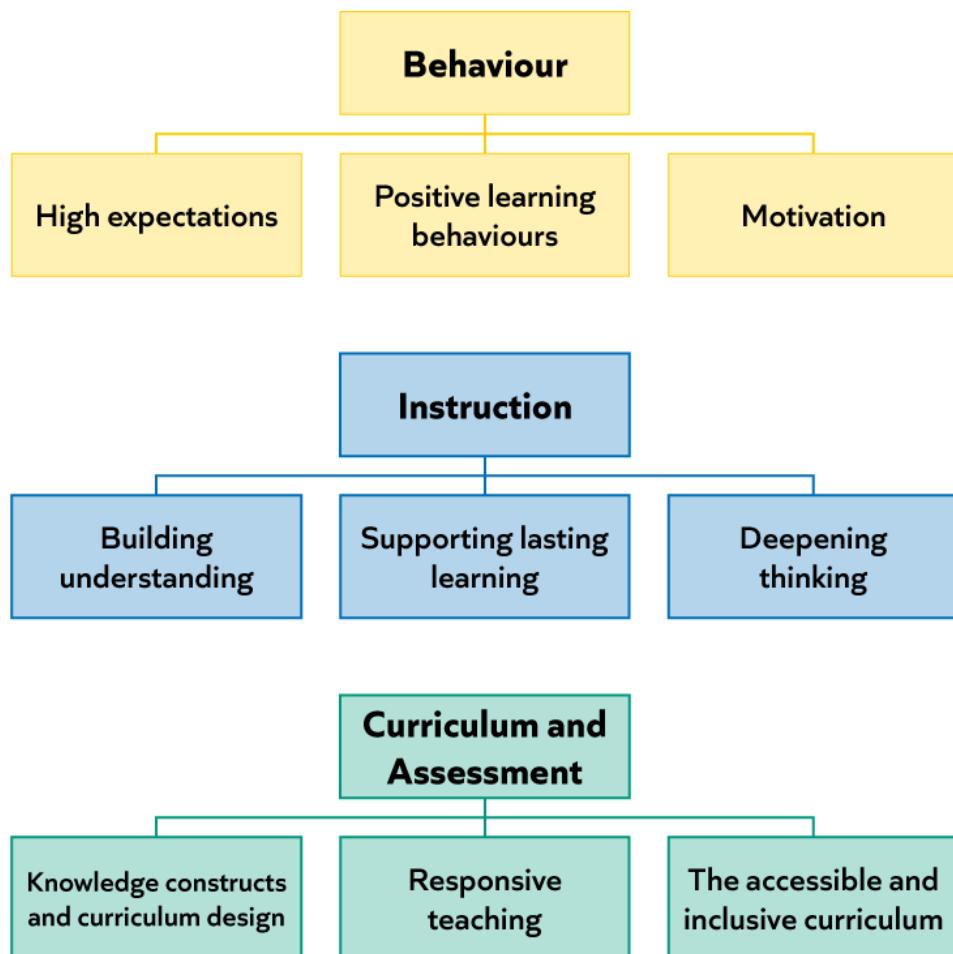
4.4.2 Interwoven curriculum

From September 2025, our early career training programme will adopt an interwoven curriculum, where you will study modules from different strands each term. The following diagram illustrates this new approach:
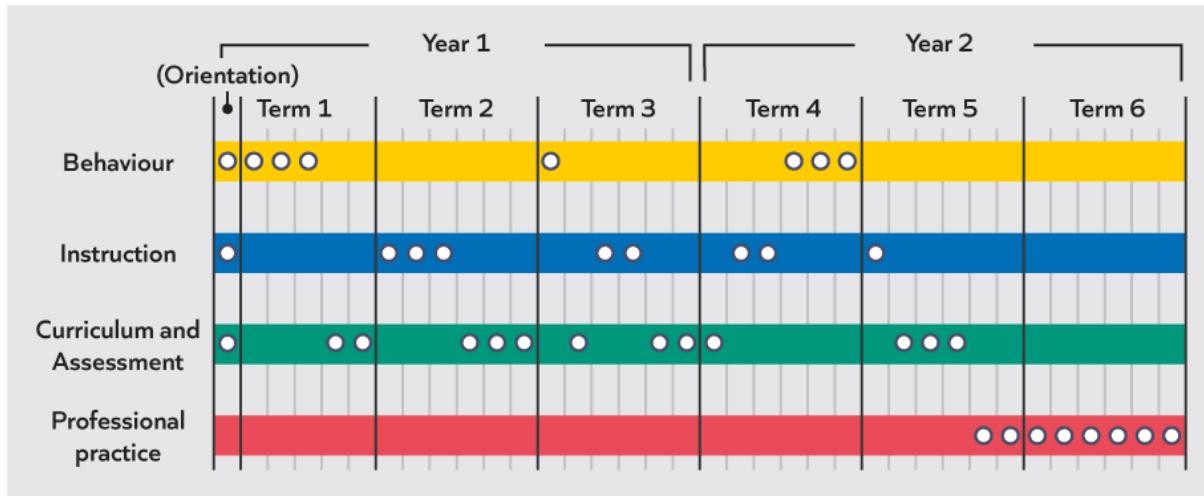
Sequencing the curriculum in this way is designed to help you consider knowledge at progressively deeper levels over time but also to help you to connect ideas holistically, building richer mental models.

The content from each strand that ECTs will cover each term are connected through an over-arching theme. Below is an example for a full-time ECT, who starts in September:

Year 1

Term 1

Fostering the enabling conditions for learning

Self study	Events
B Positive classroom culture	**Conference 1:** Enabling conditions for the ECT programme
B Expectations and routines	
B Disruption, consistency and relationships	
C Curriculum intent	**Clinic 1:** High expectations
C Identifying and sequencing knowledge	
Term 1 retrieval question	

Term 2

Introducing pupils to new knowledge

Self study	Events
I Prior knowledge	**Conference 2:** Adaptive teaching
I Explanations	
I Modelling	
C Gaps and misconceptions	**Clinic 2:** Working together
C Formative assessment	
C Understanding pupil need and inclusion	
Term 2 retrieval question	

Term 3

Enabling pupils to engage in high-quality practice

Self study	Events
B Social and emotional learning	**Clinic 3:** Effective feedback
C Developing pupils' literacy	
I Practice	
I Scaffolding	
C Feedback	
C Responding to individual pupils' needs	
Term 3 retrieval question	

Year 2

Term 4

Increasing challenge for pupils

Self study	Events
C Promoting deep learning	**Conference 3:** Supporting pupil success in all subjects
I Retrieval	
I Challenge	
B Academic expectations and metacognition	**Clinic 4:** Thinking hard
B Independence, effort and perseverance	
B Culture of error	
Term 4 retrieval question	

Term 5

Working in education

Self study	Events
I Pupil development	**Clinic 5:** Oracy
C Specialist provision	
C Pastoral support	
C Subject approaches and debates	
P Research and criticality	
P Taking on additional responsibilities	

Term 6

Reflecting, revisiting and embedding good teaching practices

Self study	Events
P Improving practice: Explore	**Clinic 6:** Supporting all pupils
P Improving practice: Contextual factors	
P Improving practice: Prepare	
P Improving practice: Ongoing reflection	
P Improving practice: Deliver	
P Improving practice: Sustain	

Strand Key

B Behaviour   **I** Instruction   **C** Curriculum and Assessment   **P** Professional practice

4.4.3 Professional practice

Towards the end of the programme, there is a greater focus on professional practice. You will engage critically with research, take on additional responsibilities, and use a diagnostic tool to identify an area of practice to develop in depth. Guidance is provided to help you plan and implement changes in your classroom.

4.4.4 Diagnostics

Diagnostic tools are embedded throughout the programme to tailor your experience.

> At the start, a diagnostic (housed in the ECT orientation) checks your understanding from initial teacher training and helps you and your mentor identify areas for focus.

> Each self-study module begins with a reflection on your current knowledge and classroom experience, and mentor -led diagnostic coaching helps select the right next step for you.

> Alongside supporting ECTs to take a tailored journey through self-study content, embedded self-study diagnostics are also triangulated with:

> Mentor-led, diagnostic instructional coaching. This process allows mentors to build a picture of your understanding and practice, so they can select an appropriate next step in the coaching cycle.

> Retrieval questions each term help you revisit modules as needed, supporting you to build secure expertise.

4.5 Self-study modules

Over two years, you will complete fortnightly self-study modules designed to build and deepen your expertise.

4.5.1 Self-study module cadence

The fortnightly modules introduce, revisit, and deepen your understanding of key ideas. Rather than just becoming 'familiar' with concepts, these modules are designed to support you to build on the knowledge gained during initial teacher training to develop a deep, interconnected understanding over time.

4.5.2 Self-study module format
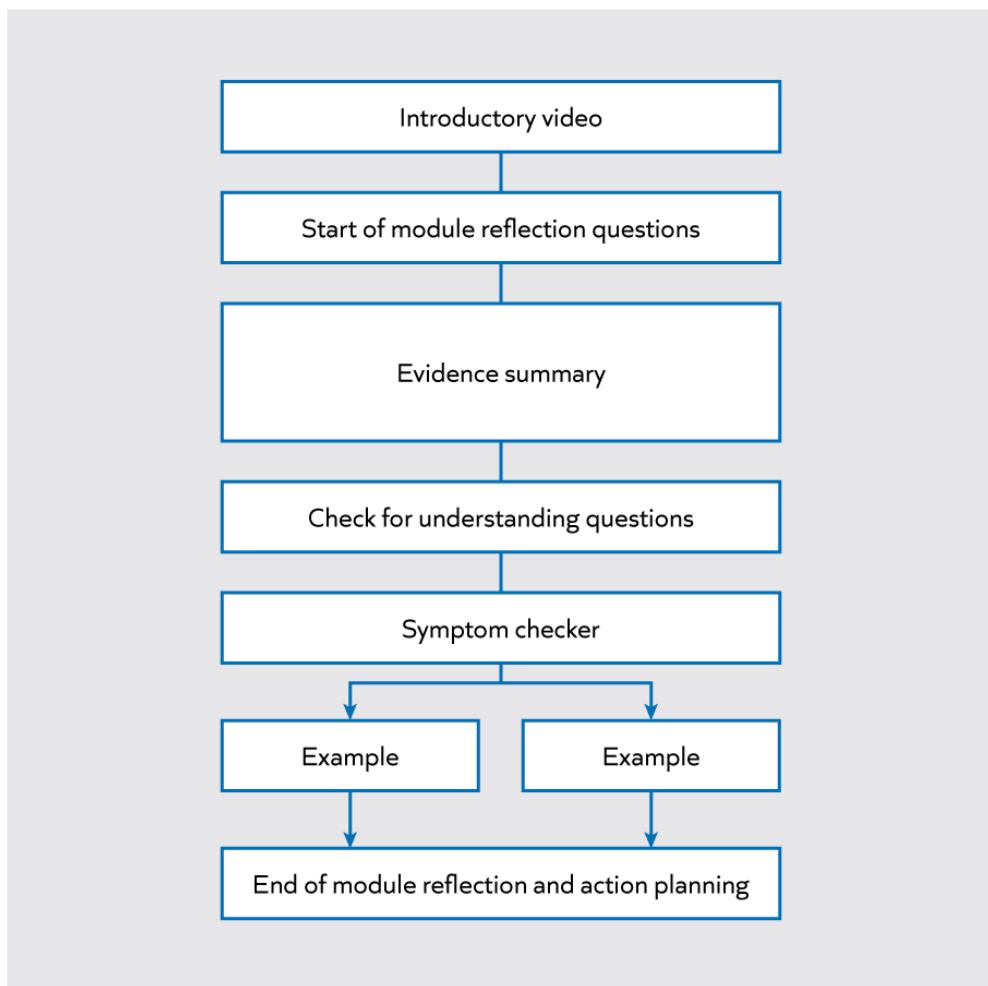
Each module follows a consistent structure to help you develop effective habits and routines for professional development.

4.5.3 Exemplification

The modules include a wide range of examples from different phases, subjects and settings, including specialist SEND contexts. You will also encounter examples covering post 16, practical subjects and early years, making it likely you will find examples matching your current classroom experience.

Each self-study module contains carefully designed examples which differ in pitch. The examples come from both primary and secondary contexts. Additional examples focus on how to support pupils with special educational needs or disabilities. The symptom checker guides you to the most suitable option, but both will be available.

4.5.4 Transfer of knowledge

Module principles highlight pedagogical ideas that can be transferred and applied across all subjects and settings, supporting your development as an effective teacher.

4.5.5. Supporting pupils with SEND

Supporting pupils with special educational needs and disabilities (SEND) is woven throughout the curriculum. Every module integrates approaches to supporting pupils with SEND in mainstream classrooms, and specialist SEND examples are included for teachers working in specialist settings.

4.6 Conferences and clinics

Conferences and clinics are facilitated events, spaced throughout the programme. They are a chance for you to come together with other ECTs and develop your understanding of effective teaching.

4.6.1 Events cadence

Throughout the two-year programme, you will attend:

> Three conferences which are in-person, full-day events.
> Six clinics which are virtual events.

These events revisit cross-strand ideas and build on your self-study modules, helping you to develop a rich, interconnected understanding of teaching. The order and timing of events may vary depending on your delivery partner, but each is designed to consolidate your learning and support your development.

Below is the suggested order for when events should take place across a two-year schedule.

Year 1					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Conference 1	Clinic 1	Conference 2	Clinic 2	Clinic 3	

Year 2					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Conference 3	Clinic 4	Clinic 5		Clinic 6	

The table below shows the **titles** of conferences and clinics.

| Year 1 content |
| --- |
| Conference 1 – Enabling conditions for the ECT programme |
| Conference 2 – Adaptive teaching |
| Clinic 1 – Maintaining high expectations |
| Clinic 2 – Working together |
| Clinic 3 – Effective feedback |

Year 2 content
Conference 3 – Supporting pupil success in all subjects
Clinic 4 – Helping pupils to think hard
Clinic 5 – Oracy
Clinic 6 – Supporting all pupils

4.7 ECT-mentor meeting

Regular meetings with your mentor are a core part of your programme. In your first year, you will meet weekly; in your second year, meetings will take place at least fortnightly, though weekly meetings are encouraged whenever possible. These sessions focus on instructional coaching, supporting you to enact key knowledge in your practice. Some meetings may focus on pastoral support, depending on your needs and circumstances.

4.7.1 Year 1 cadence and focus

In year 1, mentors will run a meeting every week. The meeting should be instructional coaching at least every other week. On alternate weeks, the meeting could be a pastoral one. Please note, some delivery partner networks may not be engaging with pastoral meetings, so you should check with your mentor /school induction tutor. **If pastoral meetings are not taking place, instructional coaching should be weekly.**
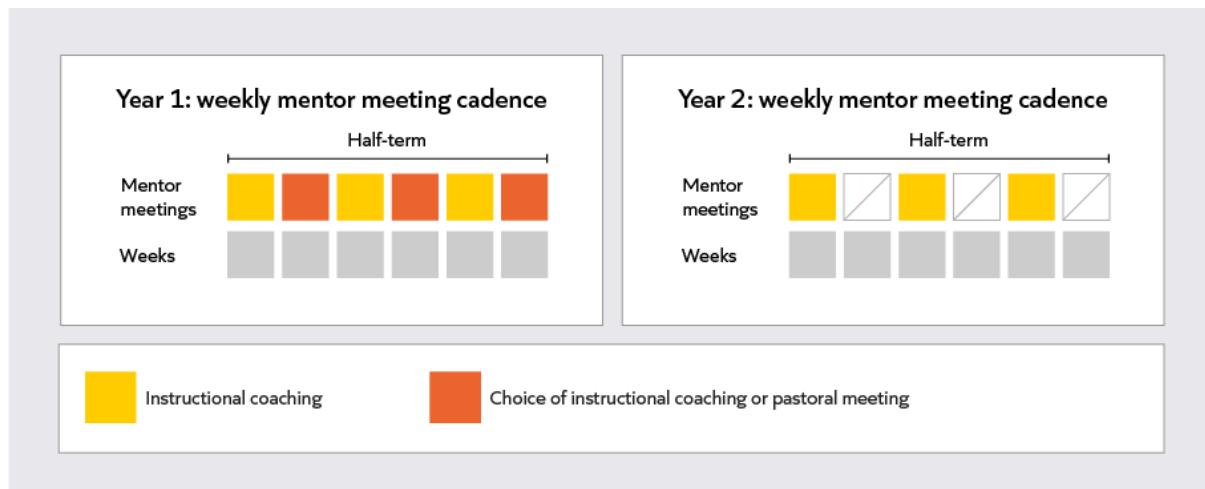
4.7.2 Year 2 cadence and focus

In year 2, mentors will use their fortnightly meeting to provide you with instructional coaching, to again align to your fortnightly self-study.

This reduction in meeting cadence in year 2 is designed to support you at the beginning of the programme and to encourage more independence in the second year.

4.7.3 Instructional coaching

Instructional coaching is a cycle of observation, practice and feedback, tailored to your needs as an ECT. Your mentor will observe your teaching, help you break learning into manageable steps, and provide opportunities for practice and feedback.

Coaching is designed to help you make lasting improvements in your classroom. In addition, pastoral support may be offered on topics such as wellbeing, workload, and planning for school events. The focus is decided according to your needs and agreed with your mentor.

Learning to teach is complex

ECTs benefit from focusing on small parts of practice → Mentors set bite-sized steps

ECTs need support to know what success looks like → Mentors praise success / Mentors model steps

ECTs often experience a 'knowing-doing' gap → Mentors run practice and provide feedback
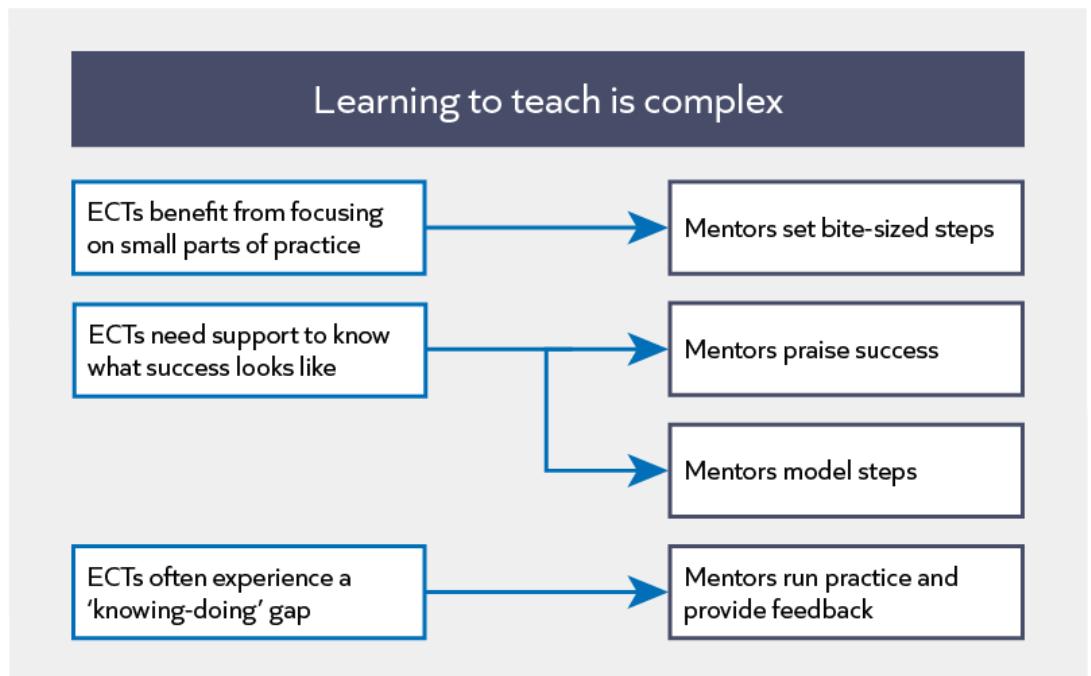
Instructional coaching has a strong evidence base for helping teachers make lasting improvements to their practice. Ambition's instructional coaching framework is designed to provide mentors with a consistent structure for their sessions.
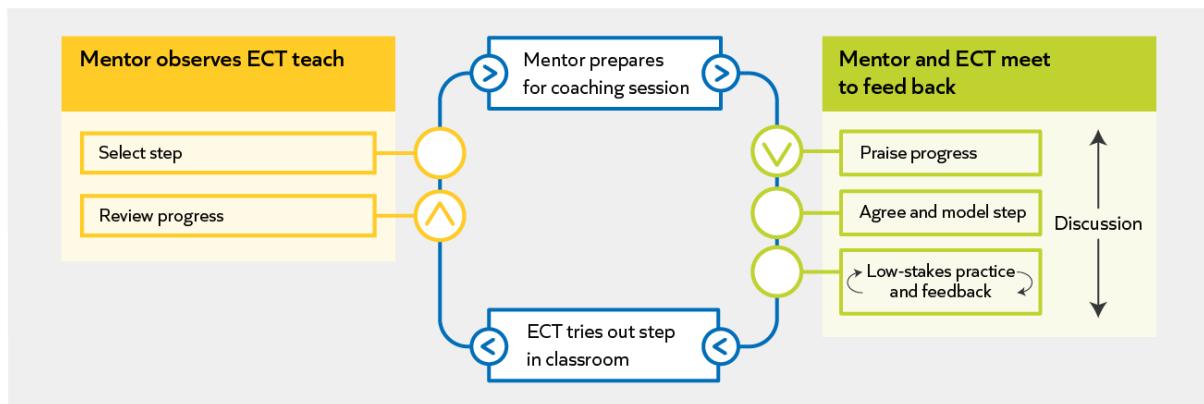
Note for mentors: Mentors can learn more about the instructional coaching model in their mentor orientation course on Steplab, and through optional, additional support provided for all mentors (outlined in the next section of this handbook). The mentor training programme for new mentors is also designed to build and refine mentors' understanding of the principles of high-quality instructional coaching.

4.7.4 Pastoral coaching

Pastoral support is likely to encompass a wide range of issues such as managing and planning for parents' evenings, tutor groups, wellbeing, phone calls home, and workload to name a few. The content of pastoral support sessions will be based on your needs and decided by the mentor.

Note for mentors: Mentors can learn more about providing pastoral support in their mentor orientation course on Steplab. There they can access supporting resources, including a guidance document for the focus and structure of pastoral coaching conversations.

4.8 Expected participation

We encourage you to participate fully in all elements of the programme, as this will help you develop secure expertise and confidence.

You are entitled to a reduction in your timetable –10% in year 1 and 5% in year 2 – so that you have time to engage with programme activities during school hours. Your mentor, school induction tutor and headteacher will help protect this time for you.

The programme is designed to be accessed during school hours and not as additional evening or weekend workload.

4.8.1 Year 1

In year 1, ECTs are expected to:

> Complete the ECT Year 1 orientation
> Engage in fortnightly self-study
> Engage in weekly ECT-mentor meetings
> Attend 2 conferences
> Attend 3 clinics

4.8.2 Year 2
In year 2, ECTs are expected to:

> Complete the ECT Year 2 orientation
> Engage in fortnightly self-study
> Engage in fortnightly ECT-mentor meetings
> Attend 1 conference
> Attend 3 clinics

4.9 Non-standard participants

While most ECTs follow a standard two-year schedule starting in September, some may require a non-standard approach, such as part-time working, a reduced induction, a break or extension, or a different start date.

Coaching frequency and access to events for non-standard participants will be decided locally, with recommendations for weekly coaching until halfway through your programme, then fortnightly thereafter. Your school would still receive their portion of the funding for ECTs on a three-year induction to accommodate this.

4.9.1 Part time ECTs

If you are working part time, you can choose to follow the standard two-year schedule or opt for a three-year programme, with modules and events spaced out to reflect your time in school. You will retain access to materials for the full length of your induction, and your schedule can be personalised to suit your needs.

If you are part time, you are **not obliged to take a non-standard route**. You may wish to learn alongside your peers and access the self-study and events as per a standard schedule. If so, you would complete the programme in two years even though your Statutory Induction may last longer than two years. You would retain access to the self-study modules for the full length of your Statutory Induction, but the programme itself would be 'complete' at the end of the second year.

If you opt for a non-standard approach to the programme will be offered two options:

> A three-year programme (this may or may not coincide with the length of your Statutory Induction).
> A personalised programme that aligns with your Statutory Induction. This would need to be negotiated between Ambition, your Delivery Partner, Appropriate body and School.

Our **strong recommendation** is that you opt for either:

A) A standard schedule which completes after two years, with the option of continued access to materials for the full length of their induction; or
B) A three-year programme.

Our **preference** would be for you to take option A, but we remain fully committed to being adaptable and designing a programme journey to meet your needs.

4.9.2 Coaching, self-study and events on a three-year programme

The learning experience on a three-year programme will be as close as possible to the two-year experience, but with the pace of self-study and spacing of events adjusted accordingly.

> Coaching: We recommend ensuring coaching coincides with self-study wherever possible, as a minimum.
> Self-study: For a three-year programme, the spacing out of modules will be adjusted to reflect reduced time in school.

The table below shows how self-study modules will be spaced out over a three-year programme.

ECT self-study programme on a 3 year duration

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6	Term 7	Term 8	Term 9
Behaviour	○○○			○		○○○			
Instruction		○○○		○○	○○	○			
Curriculum and Assessment		○○	○○○ ○	○○○		○○○			
Professional practice								○○○○○○○○	
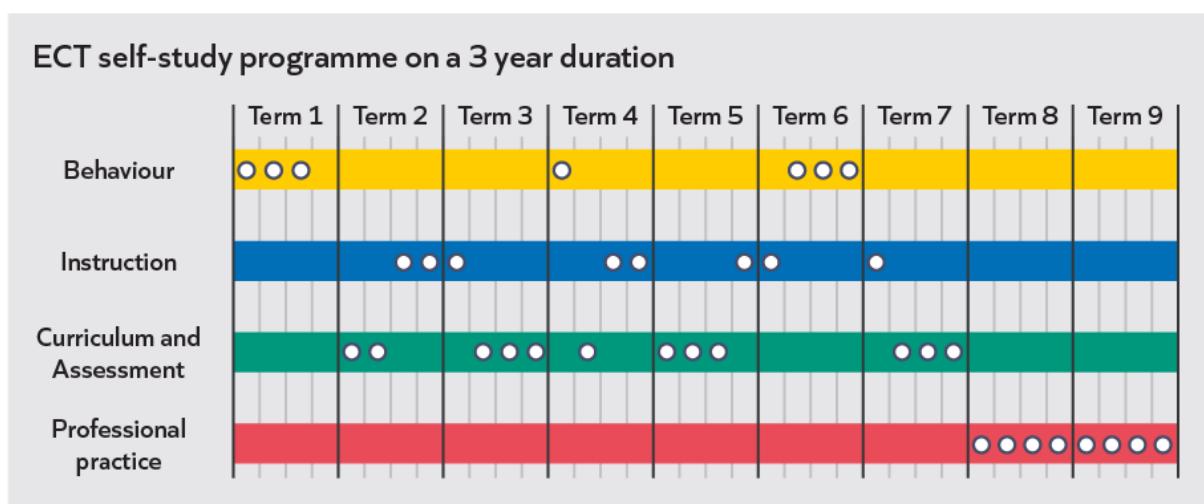
> Events: how you access your events and at what frequency would be a decision made by your Delivery Partner. You or your school induction tutor should contact them to understand how your events will work.

5.0 Mentors

Mentors play a vital role in your development, providing tailored, one-to-one support throughout your time on the programme. They are an integral part of Ambition's Early career training programme, providing vital, one-to-one, developmental and tailored support for you.

5.1 Role of the Mentor

5.1.1 ECT-mentor meeting

They support you through regular meetings focused on instructional coaching and, where needed, pastoral support.

Mentors also carry out informal lesson drop-ins and provide targeted feedback, working closely with your school induction tutor and headteacher to ensure your support is contextualised and effective.

Example half-term:

Week	Meeting focus
Week 1	Instructional coaching
Week 2	Instructional coaching or pastoral
Week 3	Instructional coaching
Week 4	Instructional coaching or pastoral
Week 5	Instructional coaching
Week 6	Instructional coaching or pastoral

The decision to replace some instructional coaching sessions with pastoral coaching is a local decision that should be discussed and agreed by either the school or delivery partner. Further guidance on the suggested content or focus of pastoral support will be available for mentors via Steplab.

5.1.2 Pastoral coaching

Pastoral support may also be offered, covering topics such as wellbeing, workload and planning for school events. We firmly believe that instructional coaching is essential. However, we want to balance this with the needs that you may have for pastoral support.

Please note: If the local decision is not to introduce the pastoral coaching element in Year 1, instructional coaching should continue to be completed weekly.

5.1.3 Effective instructional coaching

Mentors use a structured coaching model involving observation, practice and feedback. They help you identify areas for improvement and provide opportunities to practise and receive feedback, tailoring coaching to your phase, subject and classroom context.

Instructional coaches help you to get better by doing two things on a regular basis:

> Identifying an area for improvement, usually based on a short observation.
> Providing you with opportunities to practise and get feedback on your improvement.

To prepare for instructional coaching sessions, mentors should:

> Spend 10-15 minutes carrying out a non-judgemental, developmental observation of their ECT to identify a bite-sized area of teaching practice, or 'step', to work on.
> Spend approximately 45 minutes working with you to develop your practice. In this meeting, mentors should facilitate multiple cycles of practice and feedback based on the lesson observation.

As part of the instructional coaching process, mentors will play an important role in contextualising and tailoring models and practice for your setting.

Mentors are supported throughout their time in role to develop and deepen their understanding of the principles of high-quality instructional coaching, including how to provide contextualised support and further challenge. More details are outlined in the next sections.

5.1.4 Assessment of ECTs

Mentors on the ECTP are not responsible for assessing you. Their role is entirely developmental. Formal assessment of ECTs against the teachers standards during the induction period is the role and responsibility of your school induction tutor and is separate from the early career training programme.

5.2 Mentor training programme

New mentors receive a year of professional development, focusing on effective instructional coaching and the evidence base underpinning the programme.

They attend conferences and clinics and have access to ongoing professional development throughout their time supporting you.

Mentor self-study modules and resources are available to support their growth, including guidance for running pastoral sessions and online coaching tools.

5.2.1 Programme design intent

The mentor training programme is designed to support mentors in understanding how to be effective mentors and fully engage with the theory behind effective instructional coaching. The focus is on developing mentors' knowledge of the evidence base underpinning the ITTECF and the principles of effective instructional coaching.

The focus is on the professional development of the mentor not simply on how to operate the programme, so mentors will benefit from being on the programme too. This knowledge and understanding will equip mentors to excel in developing their ECTs. Moreover, the skills and insights gained can be applied beyond the programme, benefiting departments and schools as well.

5.2.2 Programme overview

Below is an overview of the mentor training programme. Each component will be explored in greater depth in the following sections.

Mentor training programme structure

Term 1	Term 2	Term 3
Conference 1: Developing high-quality instructional coaching	Conference 2: Adapting the instructional coaching model to ECT expertise	Mentor clinic: Providing challenge through instructional coaching

Coaching for mentors (optional)

Mentor self-study (optional)

Further supporting resources (optional)

5.2.3 Conferences and clinics

Conferences and clinics are facilitated events, spaced throughout the mentor training programme. They are a chance for mentor s to come together and develop their understanding of the principles of effective instructional coaching.

Mentors will attend two full-day conferences, and one 90-minute clinic.

These events will cover:

> **Conference 1:** Developing high-quality instructional coaching
> **Conference 2:** Adapting the instructional coaching model to ECT
>   expertise
> **Mentor clinic:** Providing challenge through instructional coaching

5.3 Ongoing professional development for mentors

Mentors play a critical role in supporting ECT success on the ECTP.

The following resources are available to support mentor development throughout the time they are coaching an ECT on Ambition's programme. These resources are available to new and existing mentors. They will also be very useful for existing mentor s who have previously trained on a different lead provider's programme.

5.3.1 Coaching for mentors

Coaching for Mentors (CfM) is a training offer exclusively aimed at mentor s supporting ECTs on the ECTP.

It is a 1:1, 60-minute coaching meeting between a mentor and a coach. The session aims to support and develop a mentor 's ability to coach their ECT in their instructional coaching meetings. Resources are available to support coaches to facilitate these sessions, including mentor -specific steps for development.

CfM is an 'optional' strand of the ECT programme – delivery partners are not required to run it if they feel it is not appropriate. Delivery partners have a lot of flexibility in deciding who CfM will be appropriate for. Here are some of our suggestions:

> **Every mentor**
> **Mentors who need support**
> **Mentors who need further stretch and challenge**
> **Mentors who volunteer themselves**

5.3.2 Mentor self-study

Mentors are supported to continue to develop their knowledge and skills in relation to instructional coaching, the ITTECF and the ECTP through self-study content on Steplab.

This content can be found in the mentoring and coaching development area and includes 11 self-study modules for mentors, plus a video example of a full instructional coaching conversation.

1) Introduction
2) Contracting the mentor -ECT relationship
3) Observe - lesson observations
4) Observe- setting steps
5) Feedback - praise progress
6) Feedback - modelling
7) Feedback - setting up practice
8) Feedback- cycle of practice and feedback
9) ECT induction assessment
10) Full instructional coaching conversation
11) Contextualisation
12) Providing challenge

These modules should take about 15-30 minutes to complete and can be accessed and revisited at any point.

5.3.3 Further supporting resources

Alongside the resources outlined above, there are several other resources to support mentor s within their role. These include:

> Online, step-by-step coaching tool and bank of action steps, to help mentor s plan, structure and tailor instructional coaching sessions.
> ECT responses to ongoing diagnostic tools embedded in their programme, which mentors can use to build a more complete picture of ECT understanding.

> Additional guidance for running pastoral sessions, including suggested focus areas, prompt questions and points of discussion.
> Steplab additional support, including a guided and unguided simulator to support mentors in their understanding and use of the coaching tool on Steplab.

These materials are available for the entire time a mentor has an ECT on the programme, not only in the mentor training year.

6.0 Platforms for learning *coming soon*

Further information on Steplab and MyECT will be released later. This is due to improvements being made as this handbook was being produced. In the 26/27 version of this handbook, the chapters on Steplab and MyECT will be integrated, not separate. Thank you for your patience while we build our programme.

7.School induction tutors

School induction tutors (SITs) coordinate your programme in school and act as a key point of contact.

They register participants with the DfE and appropriate body, communicate changes in school, monitor engagement, and track event attendance.

School induction tutors' quality assure provision by meeting with ECTs and mentors, checking understanding of expectations, and advocating for participants to ensure correct time allocation and support. They also support professional development and promote the value of the programme within school.

7.1 Information for school induction tutors

Most school induction tutors are responsible for the ECTs and mentors in one school. However, more recently, some school induction tutors have been given responsibility for ECTs and mentors across several schools or all the schools in a multi-academy trust.

Whilst there is a difference in the scale of their role, they are both known as a school induction tutor. The roles and responsibilities described in this section of the

handbook assumes that the school induction tutor oversees ECTs and mentors in one school. If you have a broader role, you carry out the same tasks but across multiple schools and therefore may need more support to track, monitor and communicate with your delivery partner and with the ECTs and mentors.

It is also important to note that the school induction tutor is also the main way that headteachers learn about the progress of ECTs and mentors in their school. School induction tutors are often members of staff with multiple responsibilities, such as head of department or assistant headteacher. They may also be acting as mentors, sometimes to multiple ECTs.

These are the core roles that a school induction tutor must fulfil:

7.1.1 Registering participants

One of the first responsibilities of the school induction tutor is to ensure all participants are registered correctly with the DfE and with the appropriate body.

These registrations are on separate systems, and both must be complete to ensure funding is in place.

Key things for school induction tutors need to check when registering:
> Correct lead provider (Ambition Institute) and delivery partner selected for partnership
> Names are spelt correctly and in a consistent format
> Email addresses are correct
> TRNs are correctly entered
> Correct cohort year has been selected

7.1.2 Point of contact

The school induction tutor needs to act as a point of contact between the delivery partner, ECTs and mentors. The delivery partner will need to communicate key points for understanding the programme, actions they need completed and support they have to offer. School induction tutors can then share this with their participants.

In return, school induction tutors are responsible for updating the delivery partner when changes happen in school. This could be someone going on maternity or paternity leave, a change of mentor, or a teacher leaving the school.

It is important to note that the school induction tutor must also log these changes with the DfE and with the appropriate body so that all organisations

are aware. If they reach out with updates to the delivery partner, they will be reminded of this expectation.

7.2 School induction tutor best practice

These are the actions a school induction tutor can undertake to ensure the programme runs effectively in their schools:

7.2.1 Monitoring engagement

Using MyECT effectively at a school level can have a significant impact on engagement therefore the school induction tutor should:
> Check overall engagement trends and which ECTs and mentors have recently completed their self-study and coaching cycles
> Nudge and praise participants to encourage their engagement
> Make use of the advanced reporting functions to do more granular breakdowns and comparisons between cohorts (or schools where the school induction tutor is responsible for more than one)

Monitoring event attendance is important. School induction tutors should hold the overview of upcoming events and make sure ECTs, and mentors attend. Where an event is missed, the school induction tutor should encourage their participant to attend an alternate date, or to complete the asynchronous content that has been assigned.

7.2.2 Quality assuring provision

School induction tutors should quality assure the provision in their school by meeting with their ECTs and mentors to check their understanding of the programme expectations. It is therefore essential that school induction tutors understand these themselves through communications and training.

Instructional coaching and deliberate practice are central to our programme. The school induction tutor should make sure that mentors are delivering instructional coaching effectively by speaking regularly to ECTs and mentors and doing regular drop-ins of ECT-mentor meetings.

Other ways of ensuring quality of provision would be:
> School induction tutors improving their own understanding of the programme by accessing self-study modules and training events
> Giving constructive feedback to mentors about how to be effective
> Flagging additional professional development opportunities that delivery partners or their school may offer, like 'coaching for mentors'.

7.2.3 Advocating for participants

Time is a key resource in schools. It is essential that school induction tutors advocate for their participants and make sure they are given the correct allocation on their timetables to make room for self-study and ECT-mentor meetings.

They can advocate for their ECTs and mentors by promoting the ECTP in their schools and helping to raise its profile amongst other members of staff, and the headteacher.

School induction tutors should make sure that participants are released from school to access all their training, including making cover arrangements where needed. Finally, they should give additional support where an ECT or mentor are experiencing difficulties with the programme or are not making expected progress. In these instances, the school induction tutor should flag their concerns at the earliest possible point to the appropriate body and their delivery partner.

7.2.4 Supporting professional development

A school induction tutor is the representative of the programme in their schools. So, it is their responsibility to:
> Promote the programme and its benefits
> Support ECTs and mentors in accessing their entitlement
> Ensure engagement with self-study, coaching cycles and events are consistent in their school
> Improve their own knowledge and understanding of the programme
> Develop their team of mentors through support meetings and coaching
> Ensure the programme is followed with fidelity

7.3 Support from headteachers

7.3.1 Time

It is the headteacher's responsibility to make sure that enough time is given to ECTs, mentors and school induction tutors. In line with statutory guidance, teachers are required to receive a 10% reduction in their timetable in their first year and a 5% reduction in their second.

Headteachers are also required to allow mentors one lesson per week, per ECT, to have enough time to carry out their role effectively. Schools receive backfill funding for this.

We know that time is a precious resource in schools. We also know that instructional coaching has the potential to have a real impact on teacher progress and development. This can only happen if participants are given enough time to engage effectively. Where this is most successful, time allocations are written into timetables and protected. Wherever possible, headteachers should aim to ensure an ECT and their mentor have the *same* lesson time protected for coaching.

Finally, face to face attendance to clinics and conferences is the best way for ECTs and mentors to participate because this gives them time to engage with an expert facilitator and make sense of their learning. Conferences and clinics provide participants with a chance to ask questions and deliberate with their peers, as well as discussing their experiences in the classroom and on the programme. Finally, these are also fantastic networking opportunities.

7.3.2 Culture

Teachers thrive and perform better when working in supportive environments. School culture will have an impact on how the teachers and mentors view this programme. Having the support of school leadership will help the programme be recognised as a priority. It can also help teachers and mentors to see the value in the training and feel valued and supported by their school. For example, if SLT members communicate the great work which mentors are doing as part of their instructional coaching sessions, this will help the mentor feel valued in their role.

7.3.3 Support

Time and culture are essential to support effective implementation of the ECTP in schools. In addition, headteachers could:

> Liaise with the person in charge of the timetable and the school induction tutor to discuss what support they need from leadership so that Mentors and teachers have full access to their entitlement.
> Provide the school induction tutor with enough time within their own workload to monitor and track engagement and the quality of coaching on the programme.
> Support the school induction tutor to communicate the rationale of the programme and its importance to all staff, so that everyone can see the programme as a benefit to their school, their colleagues and their pupils.

> Support the school induction tutor to praise teachers and mentors who are engaging well with the programme and hold to account those who are not.

Further information

If you have questions or need support, consult the handbook first, then speak to your mentor or school induction tutor. Additional resources and guidance are available on Steplab and MyECT, and updates to the programme will be communicated through our usual channels.

We welcome feedback and suggestions on how the handbook or programme could be improved. Please share these with your mentor, school induction tutor or delivery partner.

Together, we are shaping the future of education to give every child the best start in life.