

National Institute of Teaching ECTP Early Career Teacher Programme Handbook 2025-26

For ECTs, their mentors, Induction Tutors and Headteachers



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‘ECTs are welcomed into a vibrant professional learning community, enriched by nationally recognised experts in behaviour, adaptive teaching and the role of oracy in literacy.’
Ofsted, May 2025



Rebecca Watson

ECT Lead

Rebecca joined Three Rivers Teaching School Hub in April 2022 having previously worked in the North East and East Midlands in secondary head of music roles, as an SLE, a senior leader responsible for aspects of teaching and learning, and a lead practitioner with responsibility for leading the ITT provision and school wide coaching programme. Rebecca is also currently teaching music in a secondary school. She is passionate about supporting teachers to develop, especially at the earliest stages of their careers and is fascinated by learning, both the art involved and the science behind it.

Who we are

We are the dedicated Teaching School Hub across Newcastle upon Tyne, North Tyneside, and Northumberland. As a centre of Excellence, we are proud to provide high-quality teacher and leadership training and development.

The Early Career Training Entitlement (ECTE)

The ECTE is an umbrella term that refers to two key parts of an ECT's experience:

1. The two-year Statutory Induction required to become a fully qualified teacher in England.
2. The Early Career Training Programme (ECTP) which is a statutory entitlement to an evidence-based professional development programme.

The Programme (ECTP)

Our Early Career Teacher Programme (ECTP) is designed to support Early Career Teachers and their mentors to embed the necessary standards of classroom practice, as described in the ITT ECF (Initial Teacher Training & Early Career Framework).

This ECTP is delivered in partnership with The National Institute of Teaching and is rated 'Outstanding' by Ofsted with a 'clear and compelling moral purpose' and an 'exemplary' curriculum. (May 2025).

This programme is for ECTs who commence induction in or after September 2025.

Initial Teacher Training & Early Career Framework

The ITTECF is a comprehensive framework that outlines the knowledge, skills, and behaviours expected of teachers at the start of their careers. It combines and replaces the previously separate Initial Teacher Training (ITT) Core Content Framework and Early Career Framework. This framework ensures all trainee and early career teachers (ECTs) receive a structured package of support, including mentoring and training, at the start of their careers.

The National Institute of Teaching

One of our partners is the National Institute of Teaching (NIoT). They boost the quality of teaching and school leadership by carrying out research, applying the insights to the design and delivery of their professional development programmes, and sharing findings with the sector.

Three Rivers Teaching School Hub

We facilitate access to outstanding professional development; promoting research-based innovation to improve the overall quality of education across Newcastle, Northumberland and North Tyneside.

Facilitators

All events are led by members of our highly skilled team of facilitators. They have been hand-picked for their expertise and skills in contextualising training.



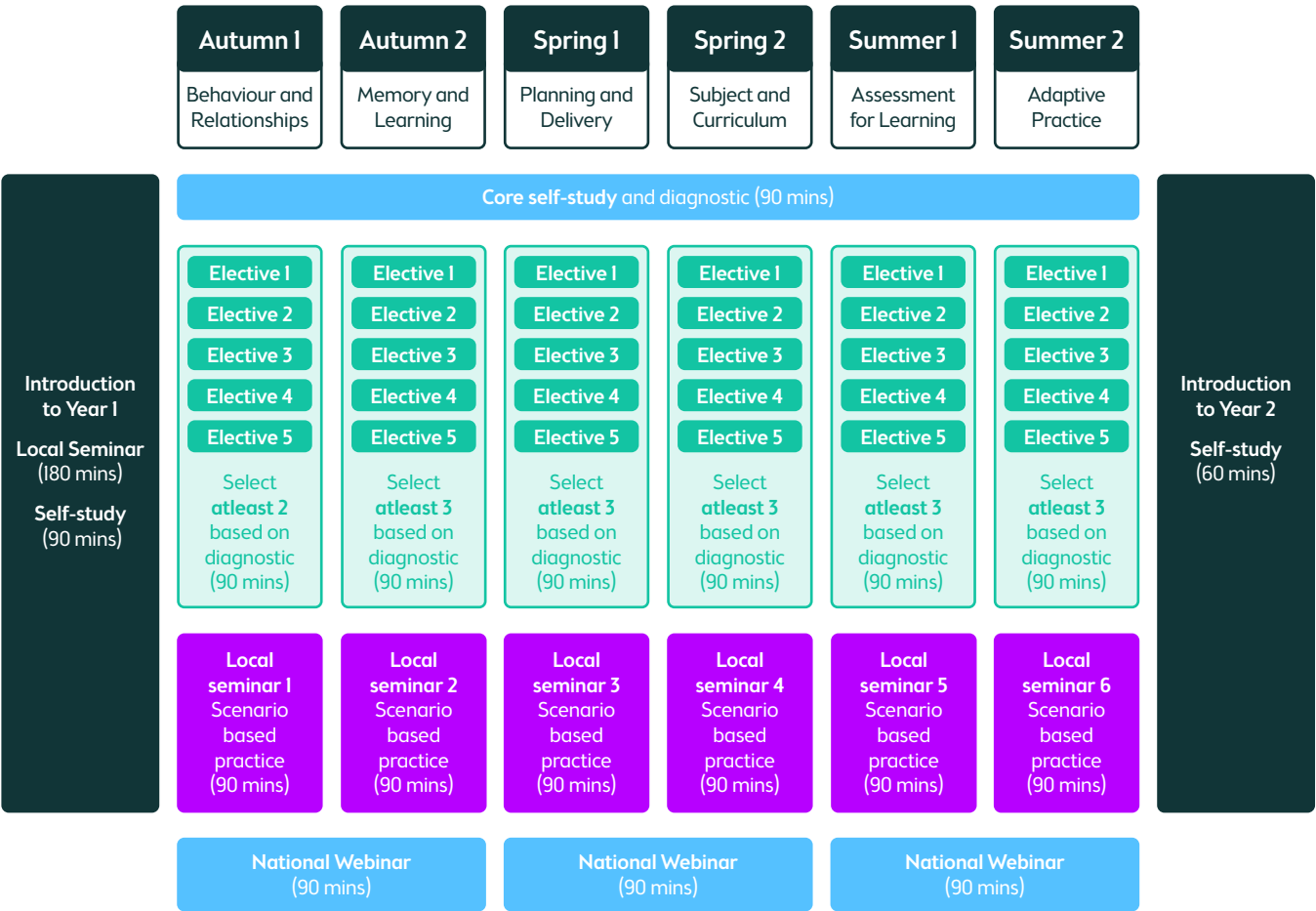
Our Early Career Teacher Programme



Overview

Year 1 ECTP structure:

While the below sequence is recommended, it can be adapted if a clear rationale is provided by a school induction lead, and it is agreed that this adaptation is in the best interests of the ECT



In the first year, full time ECTs will study 6 modules (topics), 1 per half term, underpinned by the domains in the new initial teacher training and early career framework (ITTECF).

- Behaviour and relationships
 - Memory and learning
 - Planning and delivery
- Subject and curriculum
 - Assessment for learning
 - Adaptive practice

The new ECT programme from the NIoT offers a flexible sequence of study combined with personalised pathways for participants.

In year 1, ECTs and mentors should meet weekly for approximately 40-60 minutes (or equivalent) and are entitled to 10% timetable relief. Mentors should observe ECTs each week for around 15 minutes. Mentors will use their weekly meeting to provide feedback using the 6- step feedback model of instructional coaching, recording their feedback and the ECT's target on Prism.

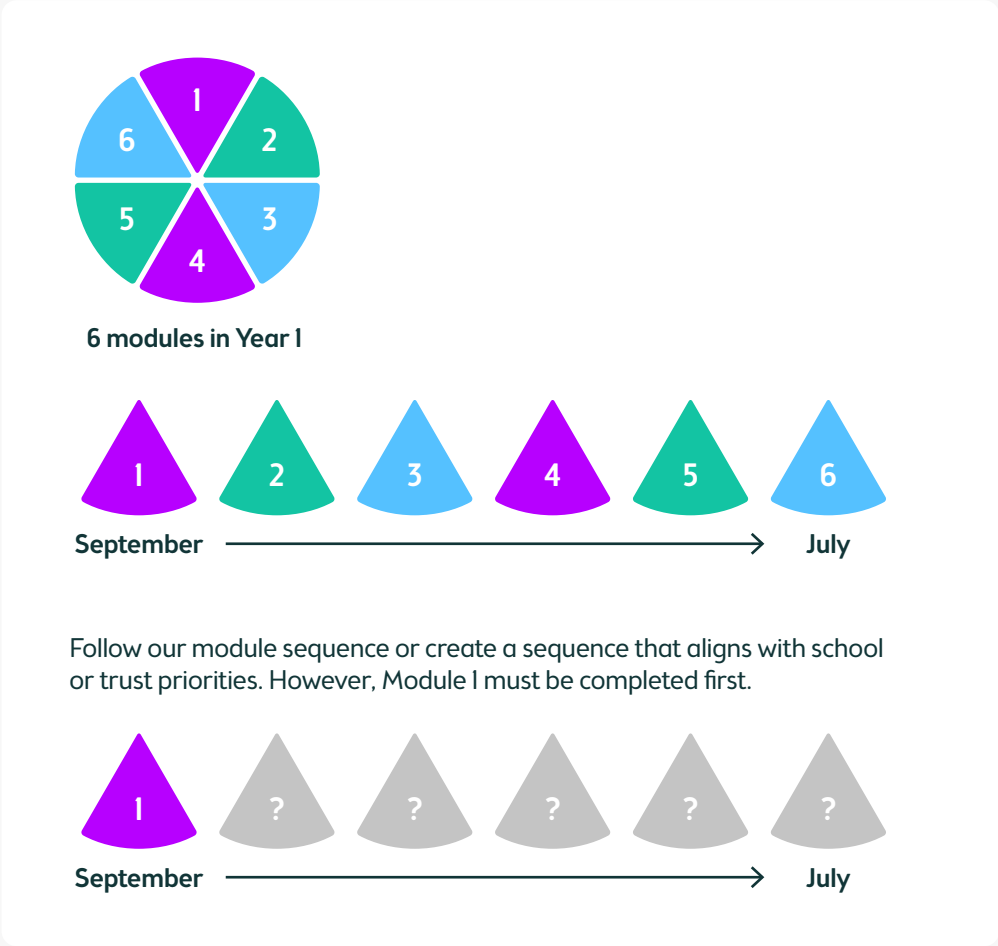
Summary of key features of the ECT programme for year 1:

- 6 modules that align with the ITTECF
- ECTs will complete one module per half-term.
- They complete a core self-study, followed by a diagnostic, which then guides them to complete 3 further elective self-studies out of a choice of 5 (2 in half term 1).
- Mentor support materials are available to support mentors when working with their ECTs, including planning their weekly meetings.



Flexibility for schools

The first module that all ECTs will complete in year 1 is Behaviour and relationships. Following this, schools (or multi-academy trusts) are offered the choice in the order of the subsequent 5 modules to align ECTs' study and personal development with school or trust-wide professional development priorities.



Standard module order:

Autumn Half-term 1	Autumn Half-term 2	Spring Half-term 1	Spring Half-term 2	Summer Half-term 1	Summer Half-term 2
Behaviour and relationships	Adaptive practice	Planning and delivery	Assessment for learning	Memory and learning	Subject and curriculum

Schools with multiple ECTs

In schools where there is more than one ECT, all participants should complete the modules in the same sequence.

Selecting a different sequence – what you need to know

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- All ECTs must complete the module on 'Behaviour and relationships' in Autumn half term 1.
- ECTs will still complete all 6 modules – one module per half term.
- There is no obligation to adapt the sequence of modules; schools can choose follow our programme as designed. No action is required in this instance.
- All ECTs will attend live seminars in the sequence outlined in the introductory materials and in this document.
- Mentor support materials will align with the ECT's modules.
- Where there is more than one ECT in a school, all participants must complete the modules in the same order.
- All ITTECF statements will be addressed across year 1 of the programme and consolidated in year 2.
- Confirmation of the revised sequence must be received by the end of half term 1 and no further changes can be made for the remainder of the first year of the programme. This should be done via the LMS, Prism.

 All events can be viewed and booked on our website.

Visit website >

ECT Self-study

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Self-study should be completed weekly and not in one go to avoid cognitive overload and support them in making lasting changes to their practice.

Please see the **ECT Self-Study Calendar** document based on your start date. View this [here](#).

Core self-study

Early career teachers will complete one core self-study per module accessed on the learning management system, Prism. It acts a refresher to the evidence and theory that ECTs will have gained in that specific domain during their ITT.

Diagnostics

ECTs will then complete a diagnostic for each module after they've read the related core-study.

The diagnostic is found on the LMS and it will take them approximately 30 minutes. It's comprised of 20 multiple-choice questions related to the domain. The results will be accessible to mentors on Prism.

There is no pass or fail - the diagnostic report is designed as a guide or a 'proxy' to help mentors and their ECT identify specific areas for further development or enhancement within their current practice. The suggested recommendations are intended to support the start of a conversation between mentors and ECTs as to what electives could have the greatest impact on their personal development.



Welcome to your diagnostic

These questions will help determine which elective self-studies could be most beneficial for your development as an Early Career Teacher.

There are 6 modules in Year 1.
Please select the module you are studying this half term:

Subject and curriculum

What to expect:

- You will be presented with a series of questions one at a time
- There will always be an option to select 'I don't know'. Please use this option rather than guessing if you are not sure as it will help the diagnostic tool give you better suggested guidance.
- You can pause and resume the questions at any time
- The questions will take approximately 30 mins to answer
- Discuss the results with your mentor at your next meeting before deciding which elective self studies to select

Start the questions

4a. Delivering a carefully sequenced curriculum

50%

Questions

4b. Anticipating misconceptions

50%

Questions

4c. Developing complex mental models

50%

Questions

4d. Developing early literacy

50%

Questions

4e. Enhancing all pupils literacy

25%

Questions

Thank you for completing the diagnostic for the module Subject and curriculum.

Remember that the diagnostic acts only as an indicator of your knowledge. Based on the outcome of the diagnostic please consider selecting:

• 4e. Enhancing all pupils literacy

• Two of your next lowest-scoring electives

It is very important to discuss with your mentor which electives you think would be of most benefit to you.

Next Steps

Immediate Actions

Share these results with your mentor

Review the report at your next meeting and confirm your self study selection together

Important Note

Remember that this diagnostic is a guide to support your development. The final choice of elective self-studies should be made in collaboration with your mentor, considering your specific context and development needs.

Elective self-studies

The outcome of the diagnostic, along with the ECT's Career Entry Development Profile (CEDP) or other targets from their ITT, will guide their discussion with their mentor as they identify together a focus for development within a module.

ECTs then select 3 elective self-studies per module – each focused on a more granular aspect of the broader topic. However, for half-term 1 they will only need to complete 2 elective self-studies. This is to give them more time to get settled into the new school year.

Here, you can see how each self-study element is broken down within a typical module. In this example, you can see that the core self-study is completed first and then, following their diagnostic and mentor discussion, this particular ECT has chosen elective self-studies b, c and e to complete.

Core Study

Elective Self Study

A B C D E

Local Seminar

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NfT Early Career Teacher Programme Handbook 2025-26

www.3rtsh.co.uk

Facilitated ECT Events

Half-term	Event	Length	Delivery
Autumn half term 1	Introduction & Seminar A: Ensuring safe and predictable learning environments	Full day	Face-to-face
Autumn half term 2	Seminar B: - Planning effective lessons - National Expert Webinar	90 minutes 90 minutes	Online Online
Spring half term 1	Seminar C: - Working in partnership with stakeholders - National Expert Webinar	90 minutes 90 minutes	Online Online
Spring half term 2	Seminar D: Checking prior knowledge and addressing misconceptions	90 minutes	Online
Summer half term 1	Seminar E: Assessing literacy and analysis to inform teaching and learning	90 minutes	Online
Summer half term 2	Seminar F: - Integrating technology into the classroom practice to support adaptive teaching - National Expert Webinar	90 minutes 90 minutes	Online Online

 All events can be viewed and booked on our website.

Visit website >

Technology

Our online events are interactive and designed to engage and to provide valuable opportunities for networking and support from our expert facilitators as well as peers.

Therefore, all participants will require to be signed into their own device for online seminars and to have a working camera and microphone. This ensures that everyone can get the most out of these valuable sessions.

National Expert Webinars

ECTs will also attend one National Expert Webinar per term facilitated by leading experts in their fields. These provide an opportunity for them to hear from a range of experts on different areas of pedagogy. The experts leading our National Webinar Series for the 2025/26 Year 1 ECT programme will be confirmed in September 2025. Previous experts include Tom Bennett and Alex Quigley.



Required participation

We know that ECTs develop more secure expertise and confidence when they participate fully in all learning opportunities. Therefore, we will always be strong advocates for championing full participation in all elements of our programme. We are proud of our high expectations whilst being continually mindful and sensitive to teacher wellbeing and contextual factors.

The following sections outline the expectations for engagement over year one of the programme.

Year 1

- Complete one introductory self-study
 - Complete 6 modules, one per half term (core self-study, diagnostic & 3* elective self-studies)
 - Engage in weekly ECT-Mentor meetings
- Attend our introduction event (once in the first half-term)
 - Attend 6 seminars (1 per half-term)
 - Attend 3 national expert webinars (1 per big term)

*2 elective self-studies in half-term 1

ECT Overview of 2025/26

Year 1 (ECTP)	Programme Element	Length	Frequency
	Mentoring	1 hour	Weekly
	Introduction conference & seminar	3 hours	Once in Autumn 1
	Self-study	45 minutes	Weekly
	Local networking seminars	90 minutes	Half termly
	National expert webinars	90 minutes	Termly

We encourage ECTs to speak to their induction tutor in school about any participation barriers and we advocate for open communication between all participants and our team at Three Rivers TSH so that we can support you.

 ECT@the3rivers.net

 01670 501 537

Wellbeing tool

We are proud of our well-being tool which is designed to gather diagnostic responses on the well-being of ECTs throughout their two-year ECTE. This tool aims to enhance the overall programme experience for all participants within the National Institute of Teaching.

ECTs will access this via their account on Prism and it will be available for them to access 24/7 as often as they like. It only takes a few minutes for them to complete a diagnostic and the results will be shared with their mentors enabling them to provide additional support where necessary.



The Mentor Programme

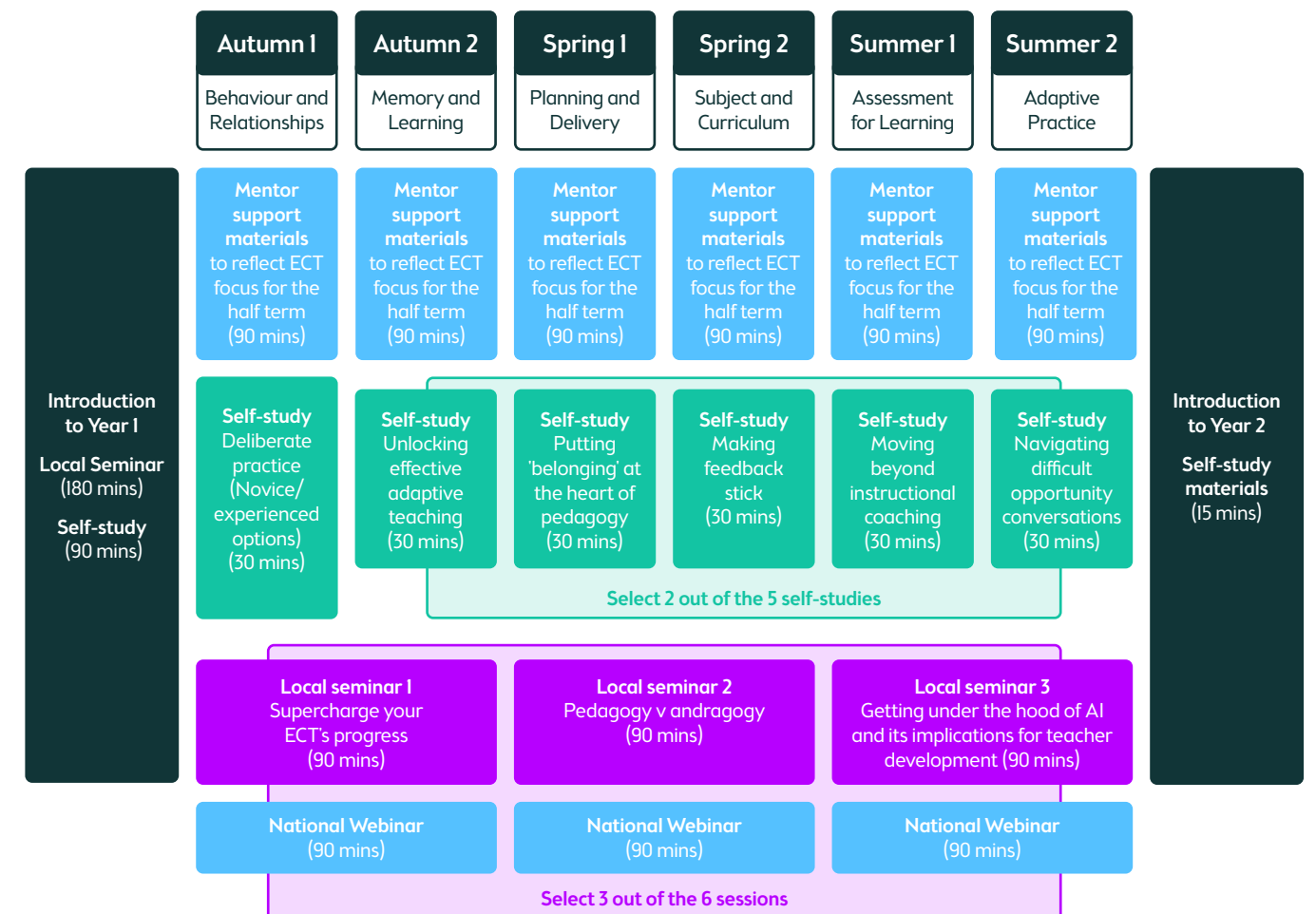
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'The mentor programme is designed to develop mentors as mentors of teachers, not just early career teachers.'

Overview

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While the below sequence is recommended, it can be adapted if a clear rationale is provided by a school induction lead, and it is agreed that this adaptation is in the best interests of the ECT



Mentor self-study

An initial mentor programme introduction.

Mentors also have a programme of self-study materials:

- Complete 1 per big term
- Each one lasts for 30 minutes
- In term 1 all mentors complete 'Deliberate practice' (choosing 'Novice' or 'Expert')
- Mentors select 2 from a choice of 5 for the remaining big terms (1 self-study per big term)
- There is an additional 15 minute self-study 'Introduction to year 2' to complete.

There are also 'mentor support materials self-study' - a summary of your ECT's self-study to complete (90 mins per half term). Please turn over.

Summaries of the ECT self-study

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Mentors gain access to summaries of the ECT studies each half term so that they can have an overview of what their ECT is learning and the option to look deeper at it as a mentor for their own development – this adjusts in line with any sequence order changes made to their paired ECT's module order.

The materials are designed to support mentors to identify the 'active ingredients' of effective practice, select appropriate actions for ECTs and plan their weekly meetings. The materials include a framework for them to use to plan these.

Facilitated mentor events

Half-term	Event	Length	Delivery
Autumn half term 1	Introduction & Seminar A: • Supercharge your ECT's progress	Half-day	Face-to-face
Spring half term 1	Seminar B: • Pedagogy v andragogy OR • National Expert Webinar	90 minutes 90 minutes	Online Online
Summer half term 1	Seminar 3: • Getting under the hood of AI and its implications for teacher development OR • National Expert Webinar	90 minutes 90 minutes	Online Online

Technology

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Our online events are interactive and designed to engage and to provide valuable opportunities for networking and support from our expert facilitators as well as peers.

Therefore, all participants will require to be signed into their own device for online seminars and to have a working camera and microphone. This ensures that everyone can get the most out of these valuable sessions.

National Expert Webinars

Mentors are invited to attend one National Expert Webinar per term facilitated by leading experts in their fields. These provide an opportunity for them to hear from a range of experts on different areas of pedagogy. The experts leading our National Webinar Series for the 2025/26 Year 1 ECT programme will be confirmed in September 2025. Previous experts include Tom Bennett and Alex Quigley.

Observations and mentor meetings

ECTs and mentors should meet each week for 45-60 minutes and are entitled to 10% timetable relief.

Mentors should observe ECTs each week for 15 minutes (approximately) and will provide feedback using the 6-step feedback model focused on instructional coaching. They will record their feedback and the ECT's target on Prism.

'Mentors receive excellent training, based on the same principles of evidence-informed practice that shape the wider curriculum. They are expertly guided to model highly effective teaching, give precise feedback and adapt their support to different subjects and phases. Opportunities to meet one another help to form a strong profession.'

Ofsted, May 2025

Required participation for mentors

We will always be strong advocates for championing full participation in all elements of our programme. We are proud of our high expectations whilst being continually mindful and sensitive to mentor wellbeing and contextual factors.

The following sections outline the expectations for engagement over the one year mentor programme:

- Complete 3 30 minute mentor self-study modules (1 per big term)
 - Attend 3 seminars (1 per big term) *
 - Observe (approximately 15 minutes) and meet with your ECT (45-60 minutes) weekly
 - Complete a 15 minute self-study; 'Introduction to year 2'
 - Complete half-termly 'mentor support materials self-study' - a summary of your ECT's self-study to complete (90 mins per half term)
- Optional:

 - Attend 3 national expert webinars (1 per big term)
 - Alternatively in the 2nd and 3rd big terms of the year, mentors can attend the national expert webinar instead of the seminar.

Mentor Overview of 2025/26

Year 1 (ECTP)	Programme Element	Length	Frequency
	Mentoring	1 hour	Weekly
	Introduction event	3 hours	Once in Autumn 1
	Self-study	30 minutes	Termly
	Local seminars	90 minutes	Termly
	Introduction to Year 2 self-study	15 minutes	Summer term
	National expert webinars	90 minutes	Termly (optional)

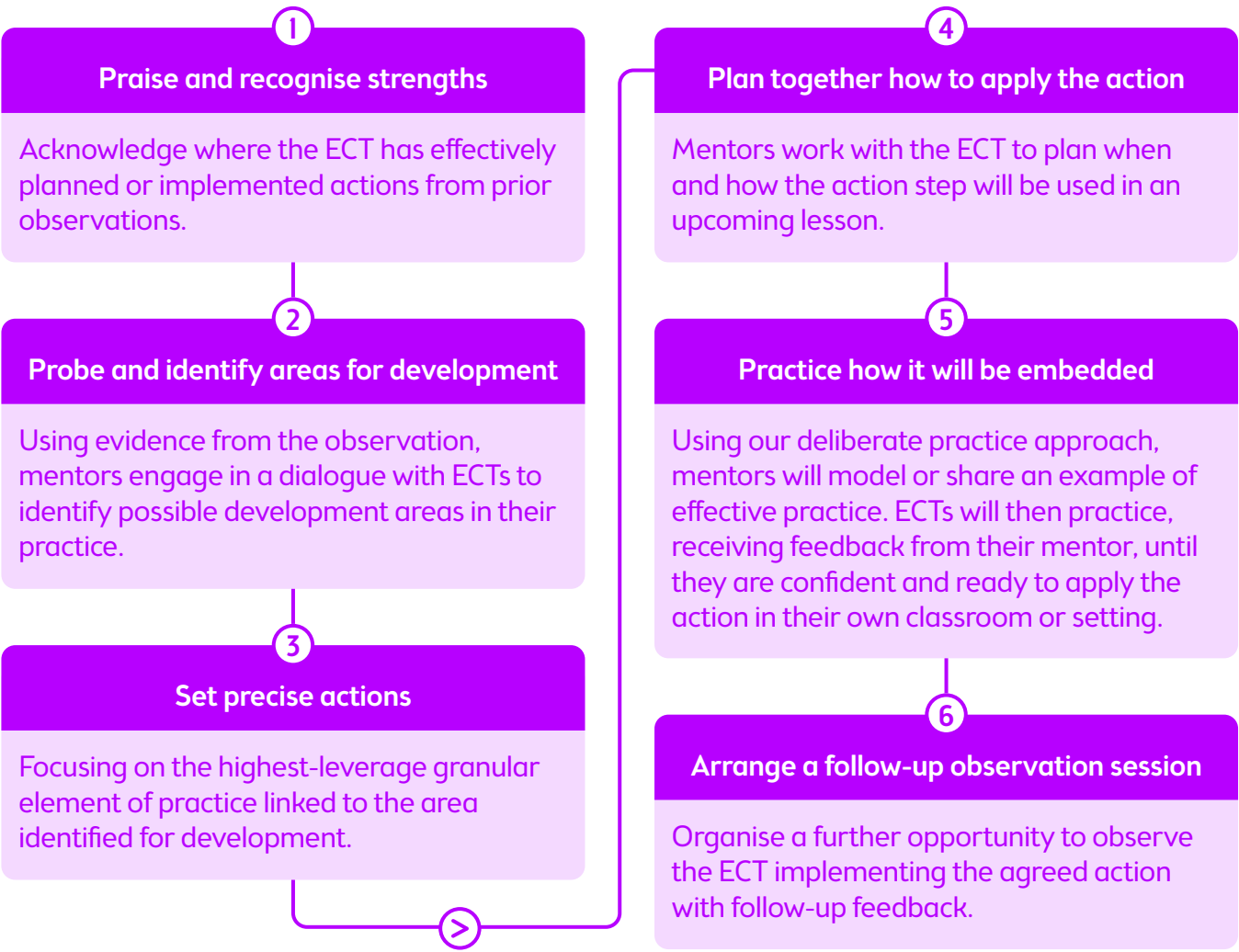
We encourage mentors to speak to their induction tutor in school about any participation barriers and we advocate for open communication between all participants and our team at Three Rivers TSH so that we can support you and provide flexibility where required.

✉ ECT@the3rivers.net ☎ 01670 501 537

Six-Step observation and feedback model

The National Institute of Teaching uses the six-step observation and feedback model based on the work of Bambrick-Santoyo (2016).

This six-step observation and feedback model supports mentors to:



Induction Tutor Role and Responsibilities

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The role of the induction tutor is crucial to ensuring that ECTs make great progress and feel confident in their teaching as they progress through their induction.

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Positive management of wellbeing and workload of ECTs and mentors makes a huge difference to their potential retention in your school and as a teacher. The role of the induction tutor is to both enable and monitor this progress throughout the two-year programme.

Below is some guidance on doing so which we hope you'll find helpful. Thank you for the amazing job you do for your ECTs and mentors.

Induction tutors should:

- Register ECTs and mentors with the Appropriate Body and the DfE.
- Assign appropriate mentors for their ECTs E.g. someone experienced and expert (ideally in closely linked subject or phase), someone who is motivated to do the role and has the time to support the ECT well.
- Organise ECT progress reviews in line with your appropriate body's requirements and the Teacher Standards
- Ensure ECTs and mentors know about their entitlements and responsibilities
- Ensure that DfE, Three Rivers TSH and Appropriate Bodies are kept up to date at all times about changes to your school's ECF or ECTE
- Support ECTs and mentors by ensuring they have the time, tools and support needed to engage fully in all elements of the ECF or ECTP. This may, for instance, include ensuring that their time for the programme is protected or that they are able to complete observation and feedback.
- Monitor and follow-up on engagement in self-study, attendance at seminars and in mentor meetings throughout the programme
- Be able to recognise when action is required if an ECT is having difficulties for any reason and support with this
- Promote the ECF/ECTP within the school to raise awareness of ECTs and mentors' work.
- Periodically attend ECT and Mentor meetings to assess feedback effectiveness in your school.
- Use the ECTP to enhance other CPD opportunities in the school.
- Guide discussions on development during and after the program to foster retention.

You can find out more about setting up ECTE here:

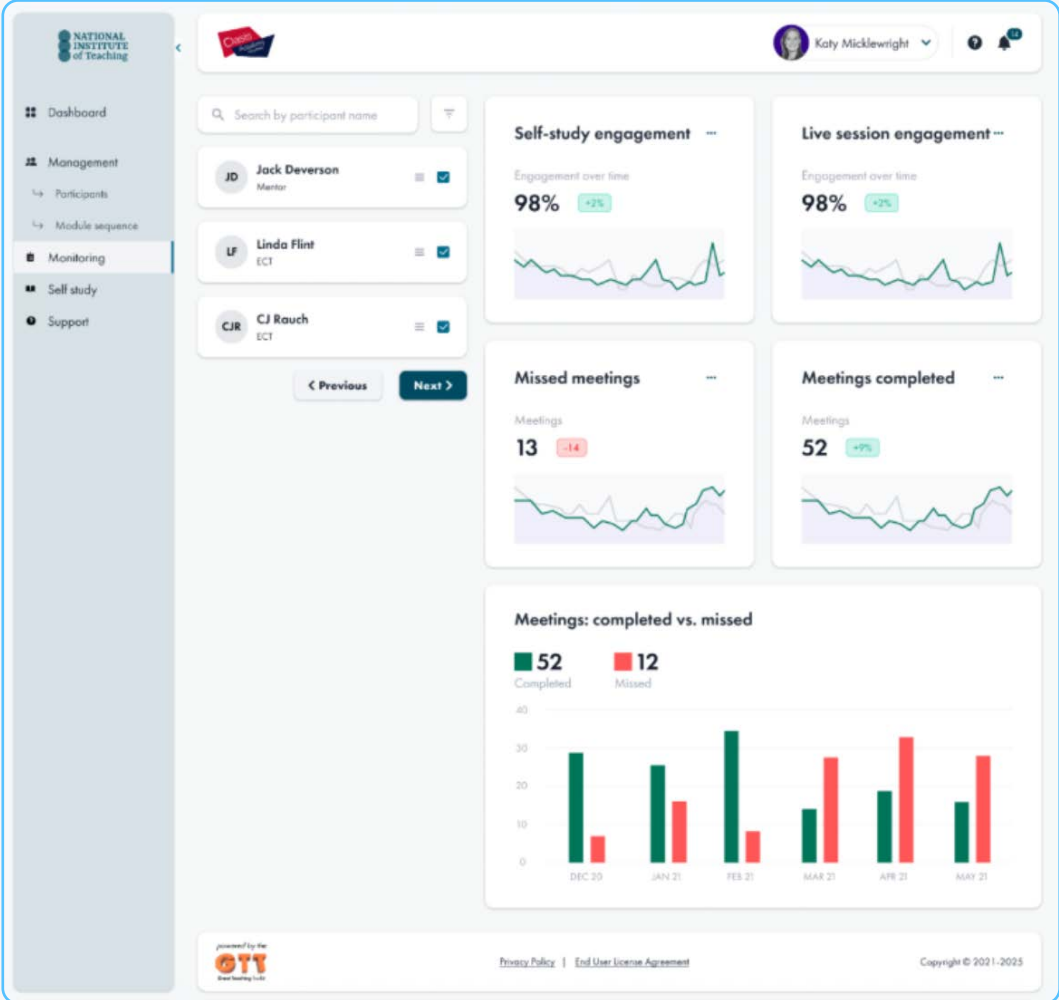
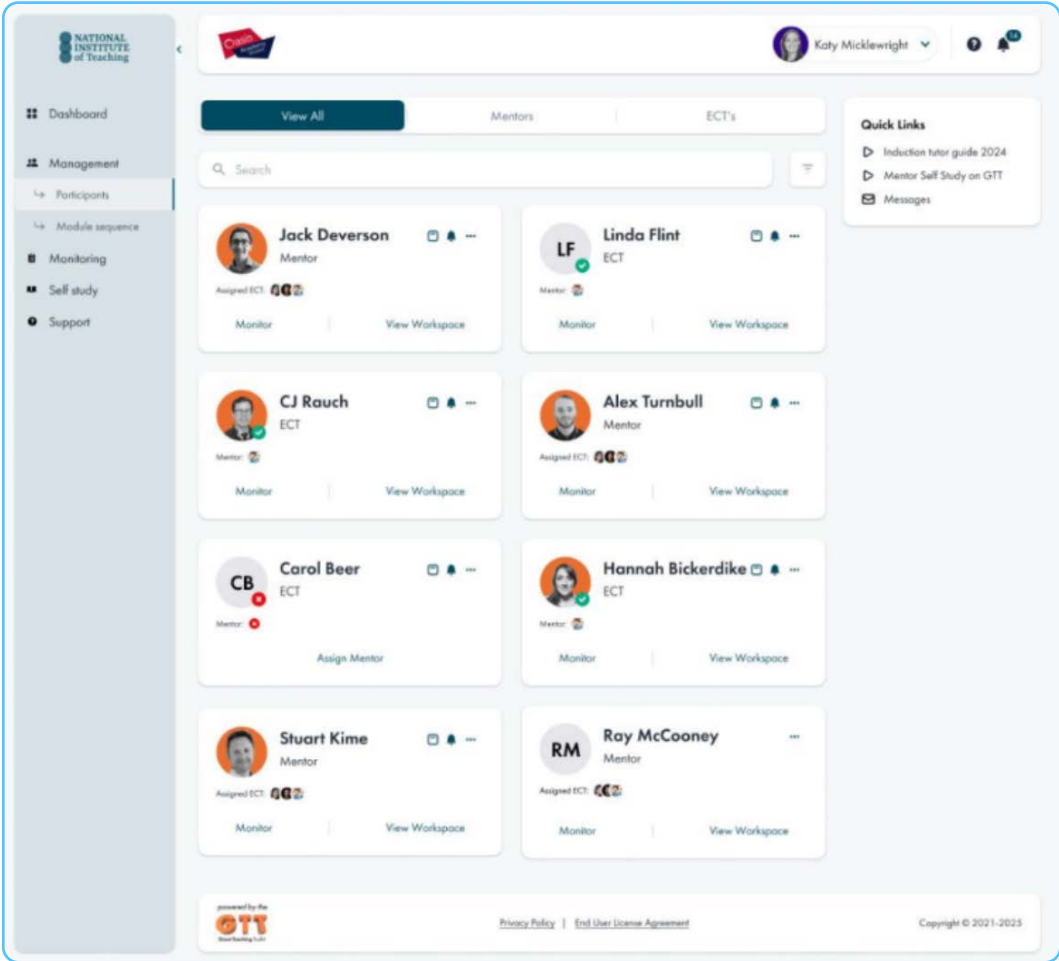
[Set up and manage the early career teacher entitlement - GOV.UK](https://www.gov.uk/government/consultations/early-career-teacher-entitlement)

Online Learning Management System - Prism for Induction Tutors

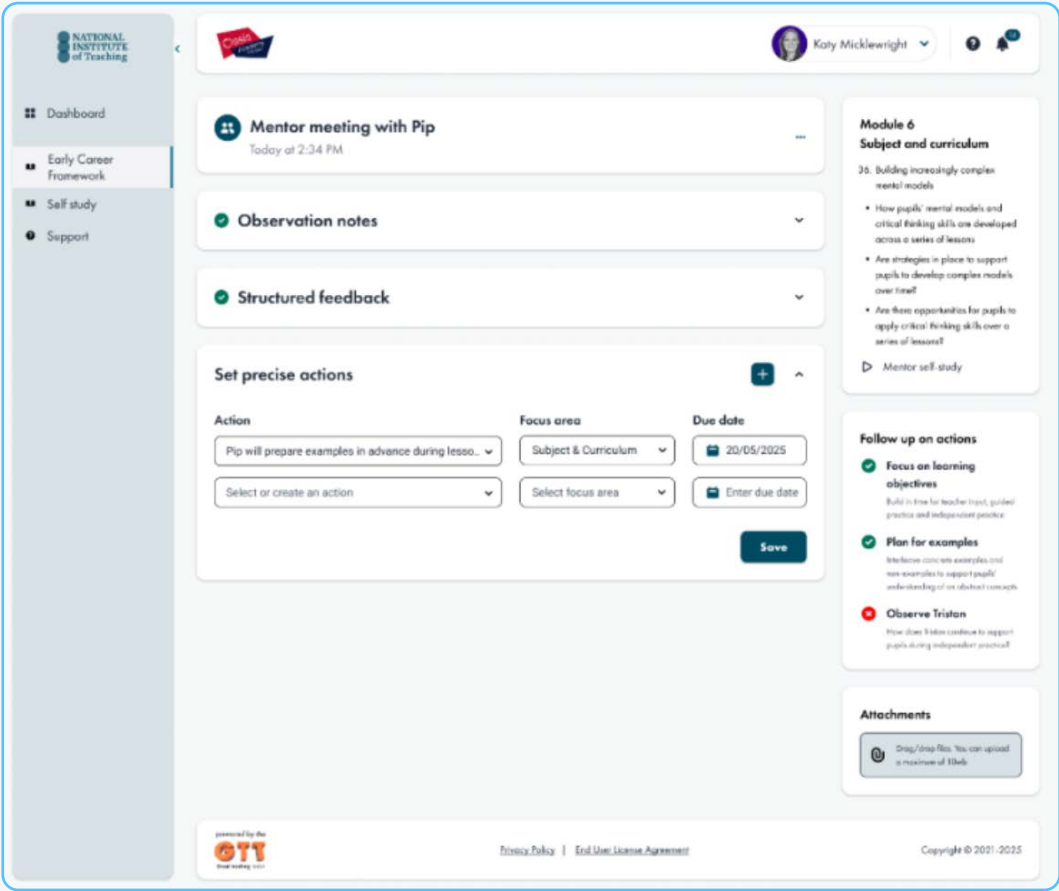
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Our learning management system (LMS) is called Prism.

As an induction tutor it will ensure you have clear insights into how the programme is going for your participants including self-study, live session attendance and mentor meetings. As well as oversight of targets which you can zoom in on and find out more about what your ECTs and mentors are working on and look at the quality of feedback shared.



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Statutory Requirements and Funding

Funding

Our Early Career Teacher Programme is partnered with NlOT who are an approved DfE-funded training provider. This support will be fully funded so there are no costs for schools.

Schools and establishments eligible for Department for Education (DfE) funding include:

- State-funded schools
- Maintained and non-maintained special schools
- Independent schools that receive Section 41 funding
- Colleges
- Sixth forms
- Children's homes
- Nurseries

If your school or establishment is not eligible, you can arrange and self-fund a programme with 3RTSH and NlOT directly.

All state-funded schools offering statutory induction will receive additional funding. The funding will cover:

- 5% off timetable in the second year of induction for all Early Career Teachers to undertake induction activities including training and mentoring.
- Mentors for Early Career Teachers in the second year of induction – this is based on 20 hours of mentoring across the academic year.

Statutory Requirements

The standard length of induction is two school years.

- In addition to the 10% timetable reduction that ECTs receive in their first year of induction, ECTs will also receive a 5% timetable reduction in the second year of induction.
- Early Career Teachers undergoing induction are entitled to a 2-year training and support programme (ECTP).
- The mentor has a key role in supporting the ECT during induction and is separate to the role of the induction Tutor.
- The ECTP is not an assessment tool and does not replace a school's chosen appropriate body assessment process.

Read more about statutory requirements for induction [here](#)

If a school uses a training provider, the DfE also fund:

- Training delivered to ECTs by the lead provider or delivery partner, paid directly to lead providers.
- Training delivered to mentors by the lead provider or delivery partner, paid directly to lead providers.
- 20 hours of mentor time off timetable for training over 1 year, paid directly to schools.

More guidance on funding can be found [here](#)

Part Time ECTs

ECTs who work part time should, at the start of their induction period, speak to their Appropriate Body about how best to engage with the ECTP.

An ECT's FTE might change several times throughout their induction period and we aim to provide a bespoke offering, meeting the unique requirements of each ECT.

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Please note:

- ECTs are entitled to the support of an ECTP for the duration of induction.
- All ECTs attend events over the first 2 years of their induction, even if they are part-time.
- Part-time ECTs continue to complete self-study and to be observed and meet with their mentor until the end of their induction once their events are completed.

Please let us know if your ECT's FTE changes at any point.

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Key Contacts

We are always happy to support you



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