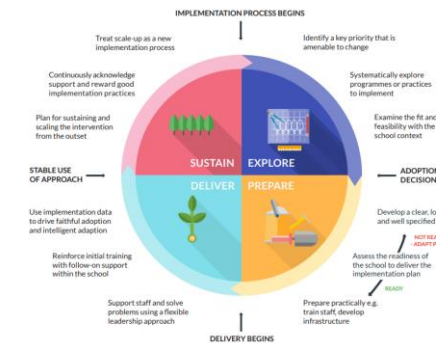# Developing an effective and sustainable ECT programme

Explore. *Ongoing through the year.*

1. The statutory requirements. Appropriate Body
2. The ECF programme. What do ECTs and mentors do? How does the Induction Tutor support with this? When? Why? How?
3. How do other schools run their ECT programme? What works? What doesn't work?
4. Build awareness of the requirements with leaders and stakeholders in school. Develop a culture where everyone in school supports ECTs.
5. Audit current mentor provision. Who are our 'trained' mentors? Identify new mentors.

Prepare. *June and July.*

1. Approach new mentors. Explain what they will gain from mentoring.
2. Register ECTs with an AB and on the DFE portal.
3. Check the ECT's timetable is suitable and meets the AB requirements including % reduction.
4. Add dates for ECF training sessions to the school calendar. Support ECTs and mentors to arrange cover.
5. Visit our website for FAQs, event dates and more information about the programme.

Deliver. *September onwards*

1. Log into the EDT portal and explore the content.
2. Check all ECTs and mentors can access the EDT portal.
3. Launch the ECF programme with new ECTs and mentors.
4. Organise and deliver half-termly mentor briefing sessions, exploring the evidence base and effective mentoring strategies.
5. Regular lesson drop ins with ECTs. Encourage ECTs to observe other teachers and to use Iris connect.
6. Regular catch up with mentors. Encourage mentors to use scripting and rehearsal in their meetings.
7. Fortnightly engagement check on the EDT portal. Are the ECTs and mentors completing their self study on an ongoing basis. Follow up any concerns.
8. Complete AB progress reviews / final assessments.

Sustain. *Ongoing through the year*

1. How effective is our provision? QA of mentor meetings to share best practice and identify next steps.
2. ECT and mentor voice. What's working? What needs to be tweaked?
3. Identify next steps and possible gaps for each ECT. What additional support and training do they need from their mentor and from the Induction Tutor?
4. Develop mentor buddy system. New mentors are supported by previous / more experienced mentors.
5. Build capacity. Offer a shadowing opportunity to a member of staff who has completed the NPQLTD to support you as Induction Tutor.