

Early Career Teacher Entitlement Agreement Cohort 2026

This Agreement is made on 10 June 2026 between

(1) [Delivery Partner] |

Company limited by guarantee with registered company number: [to be inserted] |

Registered office: [to be inserted] (the “**Delivery Partner**”);

(2) [School] |

Registered company number: [to be inserted] |

Registered office/Principal place of business: [to be inserted] (the “**School**”); and

(3) **Teach First**

Company limited by guarantee with registered company number: 04478840

Registered charity number: 1098294 (England and Wales)

Registered office: 6 Mitre Passage, London SE10 0ER (“**Teach First**”),

each a “**Party**”, and together the “**Parties**”

Delivery Partner Director: [Insert] |

Delivery Partner point of contact: [Insert] |

Date of signature: 10/06/2026

This agreement relates to the provision of Teach First's National Roll Out of the Department for Education's Early Career Teacher Entitlement, ("ECTE"), an entitlement of additional training and support for Early Career Teachers and their mentors.

Definitions

In this agreement, the following words will have the following meanings, unless the context requires a different meaning:

Brightspace	The Learning Management System used to deliver the self-directed study;
Confidential Information	Any and all materials and information concerning the business or affairs of a Party, including but not limited to products, services, contracts, business models, methods or practices, financial projections or results, know how, trade secrets, intellectual property or ideas and such other information as may be proprietary or confidential in nature or which is identified by such Party as being confidential, and which may have come to the knowledge of another Party as a result of entering into this Agreement or in exploring development opportunities, and which is not in the public domain;
DfE	The Department for Education in England, and its agencies;
DfE Manage Training for Early Career Teachers Service	The DfE's online service to register Early Career Teachers and Mentors onto the programme;
Duration	The period from the start of the 2026-2027 academic year to the end of the 2027-2028 academic year (31 August 2028), or the date on which this Agreement is terminated in accordance with clause 7 in the Terms and Conditions, whichever is earlier;
Early Career Teacher (ECT)	A teacher who will be an ECT in September 2026 and whom the School has nominated under this Agreement to participate in the Programme;
Facilitator	The individual employed by the Delivery Partner to lead elements of the training throughout the Programme;
Induction Tutor	A senior leader within the school appointed by the Headteacher to oversee induction and the Early Career Framework Programme;
Initial Teacher Training and Early Career Framework (ITTECF)	The ITTECF, as defined by the DfE, sets out the minimum curricular entitlement for trainee and early career teachers and places a duty on accredited ITT providers and schools they work with to meet this entitlement. The Training Programme curriculum offer goes above and beyond this minimum entitlement.

Key Requirements	The roles and responsibilities of each of the Parties, as set out in the relevant sections of this Agreement;
Mentors	Any subject/phase mentor whom the School has nominated under this Agreement to participate in the Programme. The Mentor is responsible for an ECT's development and will be responsible for the delivery of a series of instructional coaching sessions with their ECT. In addition to their responsibility for an ECT's development, funded mentors (mentors who have not previously completed the ECF Programme, or ITT mentor Training with Teach First) are expected to engage with a series of live group seminars and self-directed online content. Full training for their role will be provided in the form of a welcome conference and further mentor self-directed study and training seminars throughout the year of the Programme;
My Teach First	The online Teach First platform which allows ECTs and Mentors to access course content
Programme	Teach First's Early Career Training Programme (ECTP).

Any headings used in this Agreement are for convenience only.

1 Key requirements for Parties

All Parties must ensure they are adhering to the following **Programme Principles** and the key programme requirements set out in Schedule 3.

Principle	What this means for all Parties
Alignment, consistency and simplicity	We will work together to ensure the ECT can focus on becoming a good teacher, providing consistent guidance that is cohered between and agreed by all Parties.
We are explicit about what we do and why	All Parties will be clear with each other about why they are taking a particular stance on something, and the research/evidence underpinning that stance.
We include a wide range of debates rooted in evidence around what constitutes effective practice	Teach First will present research objectively and expose programme members to a wide range of debates rooted in evidence around what constitutes effective practice. We will engage in dialogue to support schools to interpret different approaches in relation to their own practice.
We ensure the curriculum meets the needs of the audience it is intended for	All Parties will support ECTs and Mentors to manage differences between their experiences and recognise when they need targeted advice.
All curricula are appropriately sequenced	All Parties are aware of the potential for overload on the part of ECT and Mentor and signpost additional support where appropriate. All Parties should be aware that repetition of elements of the curriculum is purposeful and designed to consolidate practice.
Instructional coaching and deliberate practice is an explicit component of our programmes	All Parties understand the value that deliberate practice and instructional coaching have on the development of teachers and are committed to supporting ECTs and Mentors to engage in this regularly.
Our programme is rooted in the most robust evidence around how pupils, and especially pupils from disadvantaged backgrounds, learn best	All Parties to support ECTs and Mentors to engage with the research around effective teaching, and apply this to practice.
A broad and balanced curriculum, and the importance of knowledge and skills	Ensure Early Career Teachers (ECTs) and Mentors understand the importance of both understanding and consolidating key knowledge and skills, and then applying them to the context in which they are teaching.

2 Roles and responsibilities

2.1 Teach First

- 2.1.1 Teach First will lead the development of the Programme and oversee the delivery of the programme by Delivery Partners.

2.1.2 Teach First will provide the following to ECTs, Mentors and Induction Tutors across the Programme:

Year 1

- Access to a Learning Management System (Brightspace) for ECTs, Mentors and Induction Tutors
- 6 half-termly online modules which consist of self-directed study for both ECTs and Mentors
- Access to a suite of optional SEND and AI modules on LMS
- Half termly seminars for ECTs and Mentors
- Catch up videos for those who cannot attend live seminars (sent to Delivery Partners)
- Programme guides for ECTs, Mentors and Induction Tutors
- Year 1 Mentor Handbook for mentors

Year 2

- Access to a Learning Management System (Brightspace) for ECTs, Mentors and Induction Tutors
- Access to a suite of optional leadership sessions for ECTs
- Subject and phase specific catch-up recordings for those who cannot attend live seminars
- Programme guides for ECTs, Mentors and Induction Tutors
- Year 2 Mentor handbook for mentors

2.1.3 Teach First reserves the right at its sole discretion to amend the Programme in future years (including its content and structure).

2.2 Delivery Partner

2.2.1 The Delivery Partner will lead the delivery of the Programme through the running of specific ECT seminars and events as follows:

Year 1

- An Induction/Briefing to Induction Tutors in each school
- Welcome conference for mentors
- Welcome conference for ECTs
- 12 ECT Seminars (1 forms part of the Welcome Conference)
- 5 Mentor Seminars

Year 2

- An Induction/Briefing to Induction Tutors in each school
- Welcome conference for ECTs
- 6 ECT Seminars

2.2.2 The Delivery Partner will support schools to ensure both Mentors and ECTs are fully engaged with the Programme and complete all modules.

2.2.3 The Delivery Partner shall ensure that Year 1 & 2: Provide feedback to Teach First through the completion of the Teach First midpoint and endpoint Surveys.

2.3 The School – general and ECTS

2.3.1 The Agreement sets out the terms and conditions under which the School will participate in, and the Delivery Partner will provide, the Programme for the Duration.

2.3.2 The School will participate in the Programme for the Duration and accordingly:

- (a) will nominate to join the Programme as ECTs all its early career teachers employed in School during the Duration;
- (b) will nominate a mentor to each ECT;

- (c) will register and match ECT's and their Mentors on the DfE's Manage Training for Early Career Teachers Service;
- will notify the Delivery Partner should an ECT or Mentor resign from the school or withdraw from the programme with all appropriate details of further employment or withdrawal from the profession, Mentors who withdraw will be replaced by an appropriate Mentor; and
- will notify the Delivery Partner should an ECT or Mentor be absent from school longer than 30 working days (e.g. for longer term sick leave, parental leave etc);

2.3.3 The School shall ensure that for each ECT:

- (a) Year 1: ECTs must not have a timetable that requires them to teach more than 90% of a fully qualified teachers' timetable.
- (b) Year 2: ECTs must not have a timetable that requires them to teach more than 95% of a fully qualified teachers' timetable
- (c) Year 1 & 2: Provide feedback to Teach First through the completion of the Teach First midpoint and endpoint Surveys.

2.3.4 The School shall ensure that each ECT:

- (a) attends development meetings with their mentor – a weekly, hour-long meeting in year 1 and fortnightly, hour-long meeting in year 2;
- (b) engages and completes all ECT training.

2.3.5 The School shall inform the Delivery Partner if the ECT is considered to require additional support in the form of reasonable adjustments to support them to complete the Programme, or if there are concerns of any nature regarding the ECT's progress and/or professional conduct on the Programme.

2.3.6 The School shall ensure that representatives of the School play a leading role in the ongoing development of the Programme and provision of feedback to the DfE. The Headteacher, Induction Tutor, Mentor and ECTs will be required to participate in Programme evaluation as instructed. Such evaluation may include telephone or face-to-face interviews and surveys. Evaluation data will be collected by both Teach First and the Delivery Partner and individual non-anonymised data will be shared between these parties. Individuals may also be contacted by the DfE or organisations working on their behalf for the purpose of research, evaluation and statistical analysis, and individual non-anonymised evaluation data may be shared by Teach First with these parties as required to facilitate further analysis. The school acknowledges that it is their responsibility to collect consent from ECTs and mentors to facilitate this data processing activity.

2.3.7 Teach First and the Delivery Partner both hold data on the engagement on the Programme of the School's Induction Tutor, ECTs and Mentors (attendance at webinars, and engagement with online course content). This data can help the School to monitor, and support ECTs and Mentors to fully engage in the Programme. Teach First shall share such data with the School and the Delivery Partner and the Delivery Partner will share with Teach First and the School.

- The School shall enable ECTs to access to video conference tools from their school IT equipment e.g. laptop, and ensure they engage with ECTs from other schools on the Programme in online seminars.

2.4 School – Mentors

Before the start of the Programme:

2.4.1 The School shall appoint an experienced Senior Leadership Team Lead (**Induction Tutor**) and provide their details as requested by Delivery Partner if the Induction Tutor changes during the

Programme. The Induction Tutor must either hold a position within SLT or have the authority to make key decisions about the ECF induction in school .

2.4.2 The School shall ensure that:

- (a) the Induction Tutor appoints Mentor(s) to support each ECT who meet the criteria for selection of Mentors as set out in Schedule 1 (Criteria for selection and de-selection of Mentors);
- (b) The Induction Tutor registers the Mentor and matches them to their ECT on the DfE's Manage Training for Early Career Teachers Service;
- (c) The DfE's Manage Training for Early Career Teachers Service is updated of any changes to Mentors, including change of contact details and personnel within 5 working days of the change happening;
- (d) all Mentors and the Induction Tutor complete annual Teach First Mentor induction each year and engage with core role documentation such as the Teach First Programme Guide and the Mentor Handbook; and
- (e) Mentors attend all Programme mentor development events (including induction) planned and delivered by the Delivery Partner.

Year One

2.4.3 The School shall ensure that each Mentor:

- (a) conducts a weekly, hour-long one-to-one development meeting with each relevant ECT;
- (b) Attends all online or in person live seminars and completes relevant self-directed (funded Mentors only);
- (c) provides feedback to Teach First through the completion of the annual Teach First Mentor Survey.

Year Two

2.4.4 The School shall ensure that each Mentor:

- (a) Conducts a fortnightly, hour-long one-to-one development meeting with each relevant ECT;
- (b) Provides feedback to Teach First through the completion of the annual Teach First Mentor Survey.

Ongoing

2.4.5 The School shall ensure that:

- (a) The Induction Tutor works with the Delivery Partner to quality assure the in-school mentor provision, including to:
 - Support ECTs and Mentors to access the Programme content;
 - Oversee the quality of the Mentor provision;
 - Manage Mentor turnover effectively and seek to minimise disruption to ECT support. Appoint a suitable replacement within 7 days of notice of the mentor being replaced. Keep the Delivery Partner informed of all risks to Mentor retention;
 - Ensure all Mentors complete induction, including those appointed in year due to a change in Mentor;
 - Utilise the diagnostic tool at the beginning of each module to identify their ECT(s) tailored pathway through the module content;

- Embed learning from induction and PD opportunities; ensuring mentors carry out termly cycles of instructional coaching;
 - Share and reinforce information and deadlines from the Delivery Partner with each Mentor; and
 - Act as a point of escalation and resolution for issues regarding ECT and Mentor progress and support.
- (b) it supports each Mentor on the Programme and that each Mentor is aware of its role on the Programme, being as follows:
- To lead and plan for one-to-one, hour-long developmental interactions with the ECT (the structure of which may differ dependant on the ECT's developmental needs) - weekly in year 1 and fortnightly in year 2 of the programme;
 - To model pedagogical content knowledge linking teaching to pupils' subject knowledge development;
 - To help ECTs to translate taught content into classroom practice, contextualising theory into practice by using guidance, reading and materials in the Mentor handbook.
 - To develop the relevant ECT's understanding of the school and the local community; and
 - To explore and improve their mentoring through the training available in the Programme: attending seminars and completing online content.

2.5 School – employment

2.5.1 The School acknowledges and agrees that:

- (a) It is the employer of each ECT and Mentor;
- (b) It is responsible for completing all DBS, prohibition checks, barred list, health, safeguarding, and other employment checks in accordance with the School's own employment policies for each ECT and Mentor prior to the start of employment;
- (c) It is responsible for compliance with all UK legislation relating to employment and the termination of employment of each ECT and Mentor;
- (d) for the avoidance of doubt, as the employer of each ECT and Mentor, and the body with primary responsibility for safeguarding the children in its care, the School accepts and acknowledges that it has responsibility for child safeguarding training and will ensure that, each ECT and Mentor receives adequate training on safeguarding issues in general, and on the School's (and Local Authority's, where appropriate) safeguarding policies in particular. Where any safeguarding issues arise within the School, the School's safeguarding policy shall apply; and
- (e) The Delivery Partner shall have no responsibility or role with respect to support of a ECT other than with respect to its progress on the Programme.

2.5.2 Should an Early Career Teacher withdraw from the Teach First Full Induction Programme or be withdrawn e.g. for not meeting engagement requirements (please see the engagement policy in the Delivery Partner handbook), the school is accountable for informing their Appropriate Body of this. The school is also required to provide an Early Career Framework programme based on either the Core Induction materials or a school designed programme based on the ECF for the period of employment of the Early Career Teacher until they complete their Induction.

3 Funding

- 3.1 If your School or Setting is eligible for DfE Funding for the ECTE, the Programme will be funded directly by the DfE and you will not be invoiced for any monies due. If you have any queries regarding eligibility, please check with your Delivery Partner.
- 3.2 If your School or Setting is not eligible for DfE funding, your School or Setting will be invoiced for the appropriate fee for each of the Programme Members detailed on page 1 of this Agreement. Please reference the below table for details of the costs:

	Cost
ECT who starts in year 1	£1,545 each
Mentor who starts in year 1	£995 each
ECT who starts in year 2	£775

- 3.3 By signing this Agreement, the School or Setting agrees to pay to Teach First the associated fee for the Programme Member's place on the Programme in full. Teach First will send an invoice to the School or Setting. Teach First will invoice the School or Setting once a place on the Programme has been agreed through signing this Programme Agreement. The School or Setting is required to pay the fee in full within 30 days of receipt of invoice. Your Delivery Partner will explain provide you with a form to fill in so we can set you up on our finance system.
- 3.4 Where the School or Setting fails to pay the invoice within the timescale outlined Teach First reserves the right to withdraw the Programme Member from the Programme.
- 3.5 If the Programme Member withdraws within the first three months of programme start, Teach First will refund to the School or Setting 50% of the fee paid.

4 General terms and conditions

- 4.1 **Safeguarding** - in accordance with their legal and regulatory obligations, the Parties are committed to safeguarding and promoting the welfare of children and young people and have policies and procedures in place to support the welfare and safety of all children and young people. All Parties will ensure their employees comply with these policies. Specific responsibilities with respect to safeguarding are set out in this Agreement.
- 4.2 **Insurance** - the Parties will ensure they have appropriate insurance cover in place in respect of any applicable claims that might arise in relation to this Agreement, including public liability insurance and employer liability insurance.
- 4.3 **Quality Assurance** - the Parties agree to be committed to collaboratively reviewing provision and overall quality assurance of the relevant services in line with continuous improvement processes and policies and best practice in the sector.
- 4.4 **Equity, Diversity and Inclusion** - the Parties are all committed to equity, diversity and inclusion; to adhering to equality objectives and equal opportunities; and to eliminating discrimination or harassment ("**EDI Objectives**"). The School in particular will demonstrate its commitment to the EDI Objectives and will comply with its obligations as an employer under the Equality Act 2010.
- 4.5 **Other policies and regulations** – the Parties will comply with all applicable laws and regulations, including but not limited to those relating to anti-bribery, anti-corruption and health and safety.
- 4.6 **Relationship between the parties** – The Parties agree and acknowledge that (i) the School is the employer of each ECT and Mentor and (ii) neither the Delivery Partner (nor Teach First) is an agent of the School nor has any authority over it with respect to the employment of any ECT or Mentor.

5 Data protection and sharing of information

- 5.1 Each Party shall ensure that it complies with the requirements of all legislation and regulatory requirements in force from time to time relating to the use of personal data, including, without limitation, the Data Protection Act 2018 and the EU General Data Protection Regulation 2016/679 (GDPR).
- 5.2 The Parties agree to comply with the terms of Schedule 2 to this Agreement (Data Sharing Schedule).
- 5.3 The Parties will provide each other with any data or information about this Agreement that a Party reasonably requests, provided that the provision of the data or information would not be in breach of data protection legislation and is not commercially or business sensitive to the Party providing it.
- 5.4 The Parties will wherever possible use data that has already been supplied, that is publicly available and/or that is anonymised or aggregated.
- 5.5 If a Party is subject to requirements under the legislation relating to freedom of information, it will comply with its obligations in this regard. If requested by another Party, the Parties will provide reasonable assistance to enable such Party to comply with any information disclosure requirements. If a Party receives a request to disclose any information that under this Agreement is the Confidential Information of another Party, it will immediately notify and consult with that Party prior to any disclosure. The Parties will not disclose any information pursuant to a freedom of information request that is exempted under the applicable legislation.
- 5.6 For the avoidance of doubt, the obligations set out in this clause 6 will continue to apply for the longer of: (i) five years following termination of this Agreement; or (ii) for so long as may be required by any statute, regulation or other legal obligation.

6 Confidentiality

- 6.1 Each Party undertakes that they will not at any time use, divulge or communicate any Confidential Information to any person, including the contents of this Agreement, except: (i) to employees for the purpose of exercising or performing its rights and obligations under this Agreement; (ii) to professional representatives or advisers; or (iii) as may be required by law or any legal or regulatory authority. Each Party will use reasonable endeavours to prevent the disclosure of any Confidential Information.
- 6.2 These obligations of confidentiality will not apply to data or information which the Party receiving the Confidential Information can clearly demonstrate:
 - (a) Was known to the receiving Party prior to disclosure
 - (b) Was or becomes in the public domain through no fault of the receiving Party.
 - (c) Becomes available to the receiving Party by an unconnected third party with the lawful right to make such a disclosure
 - (d) Has been independently developed or conceived by it.
 - (e) Is required to disclose by law, regulation or an order of a court.
- 6.3 For the avoidance of doubt, the obligations set out in this clause 4 will continue to apply for a further five years following termination or expiry of this Agreement.
- 6.4 For the avoidance of doubt, the obligations set out in this clause 4 will continue to apply for a further five years following termination or expiry of this Agreement.
- 6.5 For the further avoidance of doubt, the School agrees that Teach First and / or the Delivery Partner may share the fact that the Parties are working together with certain trusted third parties. Any such disclosure will not include personal data of any ECTs or Mentors, nor will it include disclosure of the terms of this Agreement.

7 Termination

- 7.1 This Agreement will terminate automatically if the School is de-selected from all services which are provided to it pursuant to this Agreement.
- 7.2 Without prejudice to clause 6.1, the Delivery Partner may terminate this Agreement at any other time by giving 6 months' notice in writing to the School.

- 7.3 If this Agreement is terminated, the School and the Delivery Partner will work together to ensure that the provision of services can be brought to a mutually satisfactory conclusion and that neither Party is materially disadvantaged by such termination.

8 Intellectual property

The Parties agree that any intellectual property rights (including but not limited to rights in copyright, patents, designs, trademarks or processes) owned by a Party at the date of this Agreement will remain the property of that Party. Any intellectual property rights created by a Party during the course of this Agreement will belong to the Party who developed them. Any intellectual property in Programme materials including materials, guidance, papers and research data, results, specifications, instructions, toolkits, plans, data, drawings, databases, patents, patterns, models and designs belong to Teach First or the Department for Education.

9 General terms

- 9.1 The Agreement is made for the benefit of the Parties and is not intended to benefit, or be enforceable by, anyone else. No term of this Agreement will be enforceable under the Contracts (Rights of Third Parties) Act 1999 by a person who is not a party to this Agreement.
- 9.2 The liability of any Party in connection with this Agreement will not extend to loss of business or profit or any indirect, economic or consequential damages or losses.
- 9.3 Nothing in this Agreement will exclude any liability of any Party for death or personal injury which arises as a result of negligence or any other liability which it is not possible by law to exclude.
- 9.4 For the avoidance of doubt, except where a Party is sub-contracting services, a Party will have no responsibility or liability in respect of any third party who may assist that Party with its delivery of the Programme, including but not limited to any liability for direct or indirect loss or damage; loss of data, income, profit or opportunity; or any claim caused by a third party.
- 9.5 Without prejudice to clauses 8.2 and 8.4, the liability of Teach First under this Agreement will expire 12 months following the end of the Duration, and accordingly any claims under this Agreement against Teach First must be brought by any other Party by this deadline. This does not include any obligations in this Agreement that are either expressly set out or implied to last beyond such a deadline.
- 9.6 This Agreement will be governed and construed in all respects in accordance with English law and the Parties agree to submit to the exclusive jurisdiction of the English courts.
- 9.7 In the event of any dispute arising between the Parties in relation to the implementation of this Agreement, or in relation to the delivery of activities under this Agreement, the Parties will attempt in good faith to resolve any such dispute by amicable negotiation. In the event that any such dispute cannot be resolved by this route, the Parties may refer the matter to an alternative dispute resolution procedure (“**ADR Procedure**”) with the assistance of a mutually acceptable independent adjudicator, whose decision shall be final and binding on the relevant parties. The Parties shall bear their own legal costs of the ADR Procedure.
- 9.8 This Agreement constitutes the entire understanding between the Parties and supersedes all prior agreements, understandings or discussions between the Parties in connection with any services previously provided.
- 9.9 Any variation to this Agreement will not be valid unless made in writing and signed by a duly authorised representative of each Party.
- 9.10 The Parties are committed to working collaboratively as set out in this Agreement. However, the Parties are neither legal partners nor joint ventures and this Agreement is not intended to nor will it create any agency, partnership or joint venture.
- 9.11 No Party will be in breach of this Agreement to the extent that any failure to perform any of its obligations under this Agreement results from events, circumstances or causes beyond its reasonable control, including but not limited to fire or flood. In such circumstances, the affected Party will be entitled to a reasonable extension of time for performing its obligations.

9.12 This Agreement may be executed in a number of counterparts each of which is an original and all of which together evidence the same agreement.

Schedule 1

Criteria for selection and de-selection of Mentors

Selection of Mentors

Mentors are selected by the Induction Tutor. Mentors must meet (or exceed) the following criteria in order to support an ECT on the Programme.

- Hold Qualified Teacher Status, or in exceptional circumstances, an equivalent qualification for their sector or phase;
- An excellent teacher of the subject/phase in which they are mentoring ECT(s);
- Have an understanding of the statutory standards and requirements for the induction of ECT(s);
- Interested in developing as a Mentor in the subject or phase within which they are supporting the ECT;
- Understand the requirements to participate in Mentor induction, online live seminars, and self-directed content to support continuing professional development;
- Support Teach First's vision and its approach to developing teachers;
- Have professional characteristics and competencies that align with the National Standards for School-Based Initial Teacher Training (ITT) Mentors, July 2016 and the Mentor Development Framework and are interested in developing these further;
- Have appropriate time allocated within the school timetable to support and develop ECT(s);

Where possible, appoint a Mentor who is able to support the ECT across both years of the ECTE. If the Mentor does not meet the appointment criteria, work with the Delivery Partner to identify a more suitable candidate.

Once Mentors are appointed, their details must be submitted via the DfE Digital Service according to agreed deadlines.

De-selection of Mentors

Mentor may cease to undertake the role. The reasons may include:

- Redeployment to other or additional responsibilities by the Headteacher or School management.
- The Induction Tutor determines there is a lack of ability or a skills gap preventing the Mentor from adequately fulfilling their responsibilities.
- The Induction Tutor determines there are irreconcilable differences which have hindered the working relationship between the Mentor and ECT.

Where a change of mentor is required:

- The Induction Tutor is responsible for selecting and appointing a new Mentor within 7 working days of notice as well as submitting their details via the DfE Digital Service.
- Please also notify your Delivery Partner of any mentor changes.

The Headteacher will normally discuss this informally with the Mentor concerned. The Mentor may choose to withdraw from the role, to present evidence that the role requirements are being met, or to present an action plan showing how weaknesses will be addressed.

If, following this meeting, the Headteacher proposes to de-select the Mentor, the Headteacher will normally consult the Mentor's line manager before confirming this decision. Any formal right of appeal by the Mentor is a matter for the School. The Delivery Partner must be kept informed throughout this process.

Schedule 2

Data Sharing Schedule

1. Definitions

“Data Discloser”	Means the party disclosing Personal Information or on whose behalf Personal Data is disclosed;
“Data Receiver”	Means the party to whom Personal Data is disclosed by or on behalf of the Data Discloser;
“Data Protection Legislation”	Means the General Data Protection Regulation as enacted into English law (GDPR) as revised and superseded from time to time; (iii) Directive 2002/58/EC as revised and superseded from time to time; and (iv) any other laws and regulations relating to the processing of personal data and privacy which apply to a party and, if applicable, the guidance and codes of practice issued by the relevant data protection or supervisory authority;
“Personal Data Breach”	A breach of security leading to the accidental or unlawful destruction, loss, alteration, unauthorised disclosure of, or access to the Shared Personal Data;
“Purpose”	Has the meaning given to it in Clause 2;
“Security Incident”	Means an unauthorised or unlawful processing or any accidental loss, destruction, damage, alteration or disclosure of Personal Data while in the possession or under the control of the Receiving Party or a Recipient;
“Shared Personal Data”	Means the personal data to be shared between the parties under Clause 2;
“Supervisory Body”	The relevant supervisory authority in the countries of incorporation of the parties to this Agreement; and
“Term”	Means the term of this Agreement.

- 1.1. Controller, Processor, Data Subject and Personal Data, Special Categories of Personal Data, Processing and “appropriate technical and organisational measures” shall have the meanings given to them in the Data Protection Legislation.
- 1.2. In this Agreement, where the context so requires, the singular includes the plural and vice-versa; and references to statutory provisions include any provisions that amend, replace, or supplement them.
- 1.3. In this Agreement, clause, schedule, and paragraph headings shall not affect the interpretation of this Agreement.
- 1.4. In this Agreement, a reference to a statute or statutory provision shall include all subordinate legislation made from time to time under that statute or statutory provision.

2. Data Sharing

- 2.1. This Agreement sets out the framework for the sharing of Personal Data between the parties as Controllers.
- 2.2. The parties will share Personal Data in order to perform the activities and responsibilities set out in this Agreement through which the Delivery Partner and the School will work collaboratively in partnership to support the ECT and the mentor to complete the Programme and to support Teach First to share appropriate data with the DfE and contractors approved by the DfE and/or trusted partner organisations to enable the DfE to monitor and evaluate Teach First and the Delivery Partner's delivery of the Programme (the "Purpose").
- 2.3. The parties agree to process Shared Personal Data only in connection with the Purpose.
- 2.4. The following types of Personal Data may be shared between the parties during the Term:

ECT data

- Full name
- Teacher Reference Number
- Current job role/post
- Date of Birth
- Email address
- Mobile phone number
- Information about how the ECT uses our website, apps or other technology, including IP addresses or other device information (please see <https://www.teachfirst.org.uk/privacy-policy> for more details)
- Academic and employment history
- Information about ECT's progress on, and views about, the programme
- Details of conversations and other interactions with the Delivery Partner employees, Teach First employees, and school staff members
- Records of events that ECT has attended as part of the Programme
- Any other Personal Data related to an ECT's place on the Programme

Induction Tutor data

- Induction Tutor full name
- Induction Tutor work email address
- Information about how the Induction Tutor uses our website, apps or other technology, including IP addresses or other device information (please see <https://www.teachfirst.org.uk/privacy-policy> for more details)
- Information about Induction Tutor's views about the Programme
- Details of conversations and other interactions with Teach First employees and school staff members
- Records of events the Induction Tutor has attended as part of the Programme

Mentor data

- Full name
- Teacher Reference Number
- Current job role/post
- Date of Birth
- Email address
- Mobile phone number

- Information about how the Mentor uses our website, apps or other technology, including IP addresses or other device information (please see <https://www.teachfirst.org.uk/privacy-policy> for more details)
- Academic and employment history
- Information about the Mentor's progress on, and views about, the programme
- Details of conversations and other interactions with the Delivery Partner employees, Teach First employees and school staff members
- Records of events the Mentor has attended as part of the Programme
- Engagement and/or progress with self-directed content as part of the Programme
- Any other Personal Data related to a Mentors place on the Programme

Special category data for mentors and ECTs only:

- Ethnicity
- Gender
- Disability (if applicable)

Evaluation data

- Data collected via focus groups, interviews and surveys in relation to the evaluation of the Programme

2.5. The following types of special categories of Personal Data will be shared between the Parties during the Term:

2.5.1. Where approved by the ECT and the Mentor, any special requirements and/or reasonable adjustments required in relation to any protected characteristics.

2.6. Each party represents and warrants as of the date of the relevant data sharing that it is entitled to provide the Shared Personal Data to the Data Receiver for use in accordance with this Agreement.

2.7. Obligations under this Agreement in relation to Shared Personal Data apply to the Data Receiver in relation to such Shared Personal Data received by it from the other party and do not apply to (i) the Data Discloser in relation to such Shared Personal Data disclosed by it (other than this Clause 2), or (ii) to the Data Receiver in relation to the same personal data if it receives it from another source not in connection with this Agreement and/or the Purpose.

3. Compliance with laws

3.1. Each Party shall comply with Data Protection Legislation at all times during the Term.

4. Lawful, fair and transparent processing

4.1. Each party shall ensure that it processes the Shared Personal Data (i) in compliance with all Data Protection Legislation; and (ii) fairly and lawfully in accordance with Clause 4.2 during the Term.

4.2. Each party shall ensure that it has legitimate grounds under the Data Protection Legislation for the processing of Shared Personal Data.

4.3. Each Party shall, in respect of Shared Personal Data, ensure that it provides clear and sufficient information to the Data Subjects, in accordance with the Data Protection Legislation, of the purposes for which it will process their personal data, the legal basis for such purposes and such other information as is required by Article 13 of the GDPR including:

- 4.3.1. if Shared Personal Data will be transferred to a third party, that fact and sufficient information about such transfer and the purpose of such transfer to enable the data subject to understand the purpose and risks of such transfer; and

- 4.3.2. if Shared Personal Data will be transferred outside the EEA pursuant to this Agreement, that fact and sufficient information about such transfer, the purpose of such transfer and the safeguards put in place by the controller to enable the data subject to understand the purpose and risks of such transfer.

5. Data subject rights

- 5.1. The Data Receiver shall promptly inform the Data Discloser if it receives any request for access to Shared Personal Data from the relevant data subject, with such details of the request as it can lawfully provide or any communication from any data subject or data protection (or other similar) authority alleging (or expressing an intention to investigate an allegation of) breach of Data Protection Legislation by the party in respect of such Personal Data.
- 5.2. The Data Receiver shall respond to exercises by Data Subjects of his or her rights under Article 15 of the GDPR (subject access requests) in relation to Shared Personal Data in accordance with the Data Protection Legislation.
- 5.3. The parties each agree at no additional cost to provide such assistance as is reasonably required to enable the other party to comply with requests from Data Subjects to exercise their rights under the Data Protection Legislation in relation to Shared Personal Data within the time limits imposed by the Data Protection Legislation and to comply with information or assessment notices served by any data protection authority.
- 5.4. Each party shall maintain a record of individual requests for information, the decisions made and any information that was exchanged in relation to Shared Personal Data. Records must include copies of the request for information, details of the data accessed and shared and where relevant, notes of any meeting, correspondence or phone calls relating to the request.

6. Data retention

- 6.1. The Data Receiver shall not retain or process Shared Personal Data for longer than is necessary to carry out the Purposes.
- 6.2. Notwithstanding clause 6.1, the parties shall continue to retain Shared Personal Data in accordance with any statutory or professional retention periods applicable in their respective countries and / or industry.
- 6.3. Data will be retained for 6 years after the end of the term.
- 6.4. At the end the data retention period, all DfE information and data, in either hardcopy or electronic format, that is physically held or logically stored on schools ICT infrastructure must be securely sanitised or destroyed and accounted for in accordance with the current DfE policy using a NCSC approved product or method.

7. Transfers

- 7.1. For the purposes of this clause, transfers of personal data shall mean any sharing of personal data by the Data Receiver with a third party, and shall include, but is not limited to, the following:
- 7.1.1. using a third party as a processor of Shared Personal Data; and
 - 7.1.2. granting a third-party controller (including the DfE and its contractors and trusted partners) access to the Shared Personal Data.
- 7.2. If the Data Receiver appoints a third-party processor to process the Shared Personal Data it shall comply with Article 28 and Article 30 of the GDPR and shall remain liable to the Data Discloser for the acts and/or omissions of the processor.
- 7.3. The Data Receiver may not transfer Shared Personal Data to a third party located outside the UK or the EEA unless it:
- 7.3.1. complies with the provisions of Article 26 of the GDPR (in the event the third party is a joint controller); and;
 - 7.3.2. complies with the provisions of Article 26 of the GDPR

8. Security and training

- 8.1. The Data Receiver undertakes to have in place throughout the Term (and thereafter for as long any Shared Personal Data is held) appropriate technical and organisational security measures to:
 - 8.1.1. prevent unauthorised or unlawful processing of the Shared Personal Data and the accidental loss or destruction of, or damage to, the Shared Personal Data; and
 - 8.1.2. ensure a level of security appropriate to the harm that might result from such unauthorised or unlawful processing or accidental loss, destruction or damage and the nature of the Shared Personal Data to be protected;
- 8.2. The level of technical and organizational measures shall include, but are not limited to, the deployment of appropriate encryption solutions to protect Personal Data and the implementation of adequate security programmes and procedures to ensure that unauthorised persons do not have access to the Personal Data or to any equipment used to process the Personal Data.
- 8.3. It is the responsibility of the Data Receiver to ensure that its staff members are appropriately trained to handle and process the Shared Personal Data in accordance with the technical and organisational security measures set out above together with any other applicable national data protection laws and guidance and have entered into confidentiality agreements relating to the processing of Personal Data.
- 8.4. The level, content and regularity of training referred to above shall be proportionate to the staff members' role, responsibility and frequency with respect to their handling and processing of the Shared Personal Data.

9. Personal data breaches and reporting procedures

- 9.1. The parties shall each comply with its obligation to report a Personal Data Breach in relation to Shared Personal Data to the appropriate Supervisory Authority and (where applicable) Data Subjects under Article 33 of the GDPR.
- 9.2. Data Receiver shall each inform the Data Discloser of any Personal Data Breach in relation to Shared Personal Data as soon as it becomes aware, irrespective of whether there is a requirement to notify any Supervisory Authority or data subject(s).
- 9.3. In the case of a Personal Data Breach in relation to Shared Personal Data, Data Receiver shall promptly investigate the incident, provide Data Discloser with detailed information and take reasonable and prompt steps to mitigate the effects and to minimize any damage resulting from it. The parties agree to provide reasonable assistance as is necessary to each other to facilitate the handling of any Personal Data Breach in relation to Shared Personal Data in an expeditious and compliant manner.

10. Direct marketing

- 10.1. If the Data Receiver processes the Shared Personal Data for the purposes of direct marketing, that party shall ensure that
 - 10.1.1. the appropriate level consent has been obtained from the relevant data subjects to allow the Shared Personal Data to be used for the purposes of direct marketing in compliance with the Data Protection Legislation; and
 - 10.1.2. effective procedures are in place to allow the data subject to "opt-out" from having their Shared Personal Data used for such direct marketing purposes.

Schedule 3

Early Career Training Programme (ECTP) Requirements

This section includes a summary of key requirements for ECTs, Mentors and Induction Tutors on the Early Career Training Programme.

The Early Career Teacher (ECT)

The term ECT supersedes Newly Qualified Teacher (NQT) and Recently Qualified Teacher (RQT). Every ECT is entitled to a two-year programme of support aligned to the ITTECF.

ECTs will be enrolled by Teach First. Delivery Partner schools will recruit them to the Programme and support them throughout the Programme.

During the programme, the ECT is required to:

Year 1

- Complete welcome conference (6 hours).
- Engage with self-directed study including diagnostic activity (3 hours 45mins per half-term)
- Attend two seminars per half-term (1 hour 30 minutes per seminar).
- Meet weekly with the mentor for 1:1 interactions (1 hour each).

Year 2

- Complete welcome conference (6 hours).
- Engage with self-directed study including diagnostic activity (1 hour per term)
- Attend two seminars per term (1 hour 30min each). Arrange and attend demonstrations (observation and/or discussion) (1 hour per half term).
- Meet fortnightly with the mentor for 1:1 interactions (1 hour each).

ECTs will also be expected to

- Inform Delivery Partners if they can't attend a seminar and follow the Delivery Partner's expectations on engagement/catch up.
- Complete any statutory induction activity as directed by their appropriate body.
- Complete a mid-point and end of year survey.

The Mentor

The mentor is a subject or phase specialist in the ECT's school. They are responsible for the ECT's progress and support their development.

The mentor should be an experienced teacher who is "paired" with the Early Career Teacher to support them directly through the programme.

Please note that only funded Mentors (mentors who have not previously completed the ECF Programme or have not previously been trained as an ITT mentor with Teach First) are required to complete mentor training.

During the programme, the Mentor is required to:

Year 1

- Complete welcome conference (6 hours).
- Complete self-directed study (50 minutes per half-term).
- Attend 5 seminars (1.5 hours each).
- Lead weekly 1:1 session with the ECT (1 hour each).

Year 2

- Lead 1:1 fortnightly interactions with the ECT (1 hour each)
- If possible, attend the demonstration (observation and/or discussion) with their ECT (1 hour per half term).

Mentors will also be expected to

- Monitor ECT engagement.
- Arrange interactions with their ECT.
- Provide feedback to Teach First through the completion of the annual Teach First Mentor Survey.
- Escalate any issues with ECT engagement progress or mentor changes to their Induction Tutor.

The Induction Tutor

The Induction Tutor is appointed by the headteacher/principal and has overall responsibility for the development of an ECT, providing regular monitoring, support, and coordination of assessment. They should be a senior leader in school with responsibility for overseeing the effective implementation of the ECTP.

The Induction Tutor will conduct the formal assessment at the end of each year, against the Teachers Standards, the results of which are shared with the appropriate body.

During the Programme, the Induction Tutor is required to:

- Make sure the programme complements Statutory Induction.
- Make sure timetables allow for engagement:
 - Year 1: ECTs must not have a timetable that requires them to teach more than 90% of a fully qualified teachers' timetable.
 - Year 2: ECTs must not have a timetable that requires them to teach more than 95% of a fully qualified teachers' timetable.

Induction Tutors will also be expected to

- Maintain ECT & mentor engagement (acting as a point of escalation where necessary)
- Select an appropriate mentor.
- Follow the process for changing mentors.
- Assure quality of the mentoring provision.
- Complete an Induction Tutor survey.

By signing this Agreement, the Partners agree to comply with the terms and conditions of this Agreement.

For the School:

I confirm that I have the authority to sign on behalf of the School

Name of School [to be inserted] URN Ref: [to be inserted] |

Signed: [to be inserted] |

Name: [to be inserted] Position: [to be inserted] |

Date: [to be inserted] |

For [DELIVERY PARTNER]: |

Signed for and on behalf of [DELIVERY PARTNER] |

Signed: [to be inserted]

Name: [to be inserted] Position: [to be inserted] |

Date: [to be inserted] |

For Teach First:

Signed for and on behalf of Teach First

Signed:



Name: Bridget Clay

Position: Executive Director for Education Partnerships

Date: 09/06/2026