

Early Career Training Programme

ECT Programme Guide
2026-2027



Contents

About the Early Career Teacher Entitlement	4
Working with Teach First	5
Roles and Responsibilities	6
Digital Platforms	7
ECT Programme - Year 1	8
ECT Programme - Year 2	13
Your Statutory Induction and the ECTP	18
Appendix A: Precise action record	20
Appendix B: Development Cycle planner	22
Appendix C: Programme member code of conduct	23



Introduction

Congratulations on beginning your journey as an Early Career Teacher! This programme guide has been created to support you through the Teach First Early Career Training Programme (ECTP) – a programme designed to help you grow into a confident, skilled, and reflective teacher.

Over the next two years, you'll take part in a structured and supportive training programme that's aligned with your statutory induction. The ECTP is not an extra or separate programme – it's the foundation of your professional development as a new teacher.

In this programme guide, you'll find:

- A clear overview of what the ECTP involves and how it supports your development.
- Details about your responsibilities and what's expected of you.
- Information about the people who will support you – your mentor, induction tutor, seminar facilitators, and delivery partner.
- A breakdown of the programme structure, including information on your self-directed study, seminars, and mentor meetings.
- Guidance on how to stay engaged and make the most of your training.
- An explanation of how the ECTP fits into your statutory induction, including progress reviews and formal assessments.

We're excited to support you as you begin what we hope will be a long, rewarding, and impactful career in teaching.



About the Early Career Teacher Entitlement (ECTE)

The Early Career Teacher Entitlement (ECTE) is a two-year programme designed to support all Early Career Teachers (ECTs) at the beginning of their teaching journey. It aims to help you develop the essential knowledge and skills needed to meet the Teachers' Standards and apply them effectively in your practice.

As part of your entitlement, you can expect:

- **A structured Early Career Training Programme** – designed to support your development and deepen your understanding of effective teaching.
- **Consistent, high-quality support from a trained mentor** – someone who will guide, challenge, and encourage you throughout the two years.
- **A well-designed training programme for your mentor** – so they're fully equipped to support your growth.
- **Protected time off timetable** – in addition to your PPA time, giving you space to reflect, plan, and engage with your training.
- **Regular progress reviews and two formal assessments** – to help you reflect on your progress and ensure you're on track with the Teachers' Standards.

DfE Funding

Your ECTE is fully funded by the DfE, so there's no cost to you. This funding helps your school provide the support you're entitled to, including:

- **A reduced timetable** – You'll have 10% less teaching time in your first year and 5% less in your second year, on top of your usual PPA time. This gives you space to focus on your development and training.
- **Time for your mentor** – Your mentor is also given time to support you effectively and take part in their own training, so they can offer you the best possible guidance.

Engagement with the programme

To make sure this support continues, your school's funding depends on your ongoing engagement with the programme.

Working with Teach First

Teach First is an educational charity whose mission is to make the UK education system work for every child, especially those from disadvantaged backgrounds. We aim to end educational inequality by training great teachers and developing strong school leaders, ensuring that every child has the opportunity to fulfil their potential, regardless of where they grow up.

Teach First is an Ofsted outstanding Lead Provider of the Early Career Framework (ECF) since 2020. We are proud to be able to continue to offer ECTs and their mentors a high quality and impactful programme as a part of the ECF. By working with Teach First your school will benefit from:

- **Experience:** Teach First has over 20 years of experience helping training teachers and leaders.
- **School-led approach:** The programme is developed with schools, for schools.
- **Local delivery:** Programme delivered by local experienced teachers.
- **Expertise:** Evidence informed and research led training, supported by experts in education.
- **Flexibility:** Online learning resources that fit around teachers' timetables.
- **Subject/phase specific approach:** Subject and phase specific support for ECTs and mentors.
- **Workload and wellbeing:** ECT and mentor workload and wellbeing at the heart of the programmes design.
- **Additional support:** Access to optional modules related to school.

"This high-quality programme is specifically designed to fit in with Early Career Teachers reduced timetable in order that their workload is manageable. ECTs are provided with a variety of stimulus to support them in building a strong and rich knowledge base which can be embedded immediately in classroom practice. Regular seminars facilitated by experts provide ECTs with opportunities to reflect upon and discuss current teaching strategies in their phase and subject specific areas.

Independent learning, accessible online, extends ECTs thinking beyond the seminar; all materials are underpinned by credible research. These two components coupled with frequent mentoring interactions ensures all ECTs are receiving the best possible support as they embark on the most phenomenal career!"

Emma Taylor – Deputy Director – Teach School Hubs, Bright Futures.

Roles and responsibilities

Throughout your two-year ECTP, you'll be supported by a team of people who are all focused on helping you grow and succeed. Here's a quick guide to who they are and what they do:

Role	Responsibility
Induction Tutor	The induction tutor will: • Be a senior leader in school with responsibility for overseeing the effective implementation of the ECTE. • Make sure the programme complements statutory induction. • Make sure timetables allow for ECT and mentor engagement. • Monitor ECT and mentor engagement with the programme. • Select an appropriate mentor. • Quality assure the programme. • Complete the formal progress reviews of the ECT at the end of each year.

Role	Responsibility
Mentor	The mentor will: • Be an experienced teacher who is paired with the ECT to support them directly through the programme. • Attend the mentor Welcome Conference. • Monitor ECT engagement. • Arrange weekly interactions in Year 1, fortnightly in Year 2. • Select the highest leverage area of development as part of an instructional coaching cycle. • Complete mentor diagnostic to tailor ECTs curriculum. • Attend mentor training seminars. • Engage with mentor self-directed study materials.

Alongside the induction tutor, mentor and ECT themselves, there are two further roles that you will interact with:

Delivery Partner	Delivery Partners, local to your area, work with Teach First to deliver the ECTP in your school. They are experienced training providers, Multi-Academy Trusts, Teaching School Hubs or other established organisations, that have a strong track record in training and supporting teachers, as well as leading local and national networks. You will hear directly from your Delivery Partner with invitations to your live training events.
Seminar Facilitators	Seminar facilitators are experienced practitioners who are experts in training teachers. Facilitators will be organised through Delivery Partners and your sessions will either be online or delivered in person.

Digital Platforms

Before we look in detail at the programme structure, it is important to introduce you to two learning platforms that will be referenced frequently throughout this guide.

My Teach First

My Teach First is the online platform that you will use to access their self-directed study materials. You will receive a welcome email, followed by a separate email containing your My Teach First login information.

If you have not received your login details within seven days of your welcome email, or if you experience any technical issues, please get in touch via the 'Contact Us' button on My Teach First. Your query will be directed to colleagues in the Teach First Contact Centre, who will work to resolve any issues.

Brightspace

Once you have accessed My Teach First, you will be able to navigate to Brightspace, which is the learning platform that hosts all your online learning content. You will access this platform regularly to engage with your self-directed study.

ECT Programme - Year 1

Year 1 at a glance

6 Modules (1 per half term)

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

Time Commitment for ECTs

- **Welcome Conference:** 6 hours
- **Diagnostic:** 10 minutes per half term
- **Self-directed study:** 3 hours 45 minutes per half term
- **Seminars:** 2 x 1.5 hours seminars per half term
- **Mentoring weekly interactions:** 60 minutes weekly.

Optional Modules

AI Teaching Toolkit

Created in partnership with Amazon, this module is available to both ECTs and mentors to enrol themselves onto. It explores how AI, when used appropriately, can support teacher workload. The module provides guidance on using AI effectively and responsibly across all aspects of the role, from administration to planning and assessment.

If you or your ECT are interested in enrolling onto this course, **simply click on the link to the course**, select 'enrol in course' and away you go!

Excellent Teaching in Special Schools

This module combines practical strategies with insights from interviews with teachers and leaders in special schools. It supports ECTs working in special school contexts, as well as those in mainstream settings who work with pupils with complex SEND.

Year 1 ECT training overview

Your year will begin by attending a full day Welcome Conference, designed to provide a comprehensive introduction to the programme. Here's what you'll learn about on the day:

Welcome Conference

Session	Title
1	The Teach First Early Career Training Programme
2	Developing your expertise
3	An introduction to instructional coaching
4	Using praise and consequences effectively*
5	Your wellbeing

**This session is also the first seminar of module 1.*

The Welcome Conference is in-person so you will need to be released from your classroom duties to attend.

ECT self-directed study materials

Following the Welcome Conference, you will begin engaging with your self-directed study materials. These weekly sessions are hosted on Brightspace.

Each module is designed to be flexible and manageable alongside your teaching.

- 6 modules across the academic year (one per half term).
- 3 hours 45 minutes of study per module.
- Broken into five weekly sessions.
- Includes interactive activities, reflection tasks, and knowledge checks.

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

Module seminars

Each module includes two 90-minute seminars, where you'll explore key pedagogical concepts and strategies with other ECTs from your local area, reflect on your application of your learning into practice, and work with an expert facilitator.

Module	Seminar 1	Seminar 2
Module 1: How can you create an effective learning environment?	Using praise and consequences effectively*	Holding high expectations of all pupils
Module 2: How do pupils learn?	Avoiding working memory overload	Building well-organised mental models
Module 3: What makes effective classroom practice?	Using examples and non-examples	Using questioning to extend and challenge thinking
Module 4: How can you use assessment and feedback to greatest effect?	Structuring questions to anticipate and identify misconceptions	Peer and self-assessment
Module 5: How can you support all pupils to succeed?	Developing an inclusive classroom	Supporting pupils with a greater level of need
Module 6: How can you design a coherent curriculum?	Sequencing concepts, knowledge and skills	Developing reading and writing

**This seminar is delivered as part of the ECT Welcome Conference.*

Year 1 ECT Engagement

It is important that you fully engage with all aspects of your training. A lack of sufficient engagement may result in withdrawal from the programme. If you experience any challenges in accessing or engaging with the training, please seek support from your mentor or induction tutor, who will be able to help you.

What do I need to do each half term in Year 1?

Answer diagnostic questions for each module	At the beginning of each module, you will answer a set of diagnostic questions that they will access through Brightspace. The diagnostic will help you to reflect on your current knowledge and understanding of the module content and support you to agree with your mentor a tailored pathway through the Year 1 self-directed study materials. This will take you approximately 10 minutes to complete.
Engage with 5 self-directed study units per half term	Each half term, you are expected to complete 3 hours and 45 minutes of self-directed study on Brightspace. This is structured into five 45-minute units, which you can complete in one sitting or in smaller sections over time. To evidence your engagement and learning, it is essential that you complete the knowledge check at the end of each unit. You may wish to complete your self-directed study as part of your weekly ECT time.
Attend module seminars	You will attend two seminars per half term. The specific delivery dates of these seminars will be determined by your Delivery Partner and may vary across the half term. There is no pre- or post-seminar work in Year 1.
Attend weekly mentor interactions	In Year 1, you are expected to engage in weekly interaction with you mentor. These sessions are a vital part of the your professional development and should be scheduled as a regular, protected time. You can use Appendix A: Precise action record to document your weekly next steps in a clear and structured way.

Tailoring your learning pathway using the diagnostic

At the start of each module, both you and your mentor will complete a short diagnostic activity (around 10 minutes). This helps you reflect on your current knowledge and how confidently you're applying key concepts in your classroom practice.

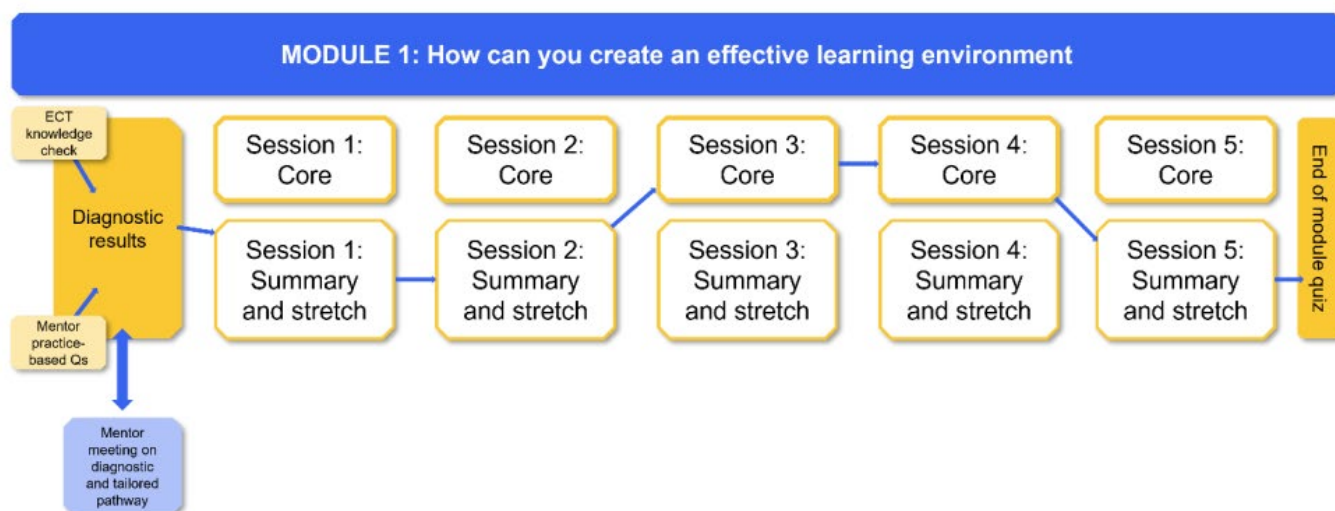
Based on your responses—and your mentor's observations—you'll agree on a tailored pathway through the module during your first mentor meeting of the half term. This ensures your self-directed study time is focused on the areas that will benefit you most.

You'll be guided toward one or both of the following types of content:

- **Core materials** – These build strong foundational knowledge in the key concepts covered in the module.
- **Summary and stretch materials** – These offer a concise review of key ideas and challenge you to apply them in more complex or unfamiliar classroom scenarios.

Each session – whether core or stretch – is designed to take around 45 minutes and your learning pathway through each module will be personalised and responsive to your development.

For example, a tailored pathway through Module 1 might recommend engaging with a combination of core sessions to continue to build knowledge and understanding of behaviour management strategies, alongside summary and stretch sessions to deepen your use of praise and consequences.



ECT Programme - Year 2

Year 2 at a glance

	Theme 1	Theme 2
Development Cycle 1	Developing pupil's intrinsic motivation	Anticipating and addressing common misconceptions
Development Cycle 2	Supporting pupils to develop subject-specific skills	Using structured talk to develop pupils' literacy
Development Cycle 3	Using meaningful and memorable explanations	Developing a coherent curriculum

Optional Modules

Leadership Series

These five optional modules are available to ECTs throughout their second year of the programme. They are designed to help ECTs explore pathways into leadership roles within a school, supporting those who feel ready to begin taking on additional responsibilities as they approach the end of the programme.

The titles of these modules are:

- Stepping up into Primary Subject Leadership
- The Role of Careers Leaders as a Leadership Progression Route
- An introduction to effective mentoring
- Implementing Research into your Classroom
- Preparing for Middle Leadership with an NPQ

Each module is between 60 and 100 minutes in length and is designed to be flexible, allowing ECTs to dip in and out as needed.

Time Commitment for ECTs

- **Welcome Conference:** 6 hours
- **Diagnostic:** 10 minutes per term
- **Self-directed study:** 50 minutes per term
- **Seminars:** 2 x 90 minute seminars per term
- **Engage with an expert:** 2 x 60 minutes per term
- **Mentoring interactions:** 60 minutes fortnightly

Year 2 ECT training overview

In Year 2, you will begin by attending a full day Welcome Conference, designed to provide a comprehensive introduction to the second year of the programme. Here's what you'll learn about on the day:

Welcome Conference

Session	Title
1	An introduction to Year 2 of the ECTP
2	Maximising the Development Cycles
3	Sustainable workload
4	Networking for professional development
5	Inclusive Practice

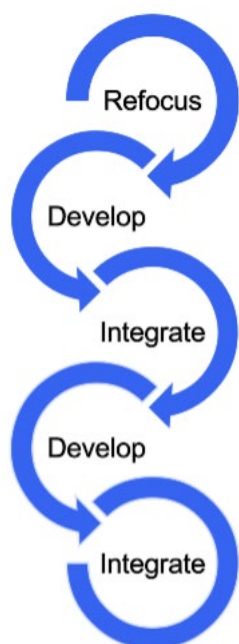
Development Cycles and seminars

You and your mentor will complete one Development Cycle each term. Each cycle can last up to 12 weeks, although this may be adjusted to fit the length of your school terms, so some cycles may be shorter.

The purpose of the Development Cycle is to help you focus on one or two key areas of your practice for development over the term. Your focus should be on areas that will make a meaningful difference to your classroom practice and to pupil outcomes, and should be tailored to your individual development needs.

To support you in identifying high-leverage areas for development, each Development Cycle begins with a diagnostic activity linked to the themes of that cycle. These themes have been selected because they are often more challenging aspects of the ITTECF to implement effectively and may require more time to embed confidently in your practice.

Development Cycle structure



The Development Cycle itself is split into 5 stages, and you will work through each of these with your mentor across the term.

You will learn more detail about the 5 stages during your Welcome Conference.

Subject and phase specific seminars

You will attend two 90-minute subject or phase-specific seminars each term. These sessions provide an opportunity for you to discuss practice, collaborate, and network with other ECTs teaching the same subject or phase in your local area. They are delivered by an expert facilitator from your Delivery Partner.

For each seminar, you will complete a small amount of pre-work, which will be introduced during your self-directed study.

Below are the seminar titles for each Development Cycle.

Development Cycle	Seminar 1	Seminar 2
1	Developing pupil's intrinsic motivation	Anticipating and addressing common misconceptions
2	Supporting pupils to develop subject-specific skills	Using structured talk to develop pupils' literacy
3	Using meaningful and memorable explanations	Developing a coherent curriculum

Year 2 ECT Engagement

It is important that you fully engage with all aspects of your training. A lack of sufficient engagement may result in withdrawal from the programme. If you experience any challenges in accessing or engaging with the training, please seek support from your mentor or induction tutor, who will be able to help you.

What do I need to do each term in Year 2?

Answer diagnostic questions for each Development Cycle	At the beginning of each Development Cycle, you will complete a short set of diagnostic questions on Brightspace. These are designed to help you reflect on your current knowledge and understanding of the cycle themes. This should take approximately 10 minutes to complete.
Engage with 50 minutes of self-directed study per term	Each term, you will complete 50 minutes of self-directed study at your own pace. This is split into two 25-minute units. To evidence your engagement and learning, it is essential that you complete the <i>knowledge check</i> at the end of each unit.
Attend module seminars	You are expected to attend two seminars each term. The exact dates will be set by your Delivery Partner and may vary across the half term. Each seminar includes a small amount of pre-work.
Upload two 'Engage with an expert' observation or discussion proformas to Brightspace each term	During the <i>Develop</i> stage of each Development Cycle, you will meet with an expert colleague for approximately 60 minutes to support your development focus. This may involve an observation or a professional discussion (for example, observing a colleague, or speaking with the SENDCo, Oracy Lead, or Inclusion Lead). You should upload two completed proformas to Brightspace each term to evidence this.
Attend fortnightly mentor interactions	In your second year, you are expected to take part in fortnightly mentor interactions. These are a key part of your professional development and should take place as regular, protected time with your mentor. You can use Appendix B: Development Cycle planner to document your fortnightly steps in a clear and structured way.

Instructional Coaching – what it is and why we use it

We would not expect a surgeon to undertake an operation without extensive practice beforehand. In the same way, developing strong teaching practice requires opportunities to rehearse and refine skills before applying them in the classroom. Instructional coaching is designed to support you to do exactly that – giving you structured opportunities to practise, receive feedback, and continually improve.

Across both years of your mentor interactions, you will use a structured five stage **feedback model** grounded in the principles of instructional coaching. This model underpins the programme and is central to how your development will be supported.

Instructional coaching is a well-evidenced approach for developing expertise across a range of domains, including sport, music, and teaching. It is effective for novices, intermediates, and experts alike, and research shows it can have a greater impact on pupil outcomes than many other forms of professional development.

Unlike traditional lesson observations, which can be broad and lack clear, actionable guidance, instructional coaching focuses on:

- **Precise, high-leverage actions** identified by you, the mentor.
- **Specific, directed feedback** rather than open-ended questioning.
- **Mentor-led interactions**, where your mentor will guide you through modelling and rehearsal.

During the Welcome Conference, you will receive training on how to use the five stage feedback model effectively.



Setting precise action steps

One of the most important parts of instructional coaching is setting precise action steps – small, clear changes that will have the biggest impact on your teaching.

Your mentor will help you identify these steps based on your current strengths and areas for growth. These steps are:

- **Specific** – focused on the “how,” not just the “what”.
- **Actionable** – something you can practise and apply immediately.
- **High-leverage** – chosen because they’ll make a meaningful difference to your pupils.

Your Statutory Induction and the ECTP

As an ECT, you're completing a statutory induction—a formal two-year process that supports your transition into the teaching profession. The ECTP is designed to be a core part of this induction, not an extra or separate training course.

How the ECTP supports your Induction

The ECTP provides the training, structure, and support you need to meet the Teachers' Standards. It's fully aligned with the ITTECF framework and is recognised by the DfE as a high-quality induction programme.

Professional progress reviews

Each term (except when a formal assessment is scheduled), your induction tutor will meet with you for a professional progress review. These are short, 30-minute check-ins to:

- Review your progress against the Teachers' Standards
- Discuss your development and any support you might need
- Keep a written record of whether you're on track

You don't need to create new evidence for these reviews. Instead, you'll share relevant materials you've already gathered, such as lesson plans, reflections, or feedback as agreed with your induction tutor. These reviews are developmental, not formal assessments. They're designed to help you stay on track and avoid surprises later in the year.

Formal assessments

You'll have two formal assessments during your induction – one at the end of each year. These are carried out by your induction tutor (or headteacher) and are a statutory requirement.

Here's what you need to know:

- You don't need to prepare anything new – just draw on your existing work and training
- The assessment is based on the Teachers' Standards, not the ECTP
- You'll be kept informed of your progress throughout
- After each assessment, you'll be asked to add your comments to the report
- The report will be signed by you, your induction tutor, and your headteacher
- A copy will be sent to the appropriate body, and you'll keep the original

The final assessment at the end of Year 2 will inform whether you've successfully met the Teachers' Standards and completed your induction.

What you can do

- Stay engaged with your training and mentor interactions
- Keep in touch with your Induction tutor about your progress
- Ask questions if you're unsure about anything related to your Induction
- Use your reviews as a chance to reflect and grow

Beginning your career as an ECT marks the start of a journey filled with opportunities – for growth, for lasting impact in the lives of your pupils, and for meaningful professional development.

We hope this programme guide has provided a solid foundation to support you in the months ahead. We wish you every success as you take these first steps in what we hope will be a long, rewarding career in teaching.

Child safeguarding concerns: You should report any child safeguarding concerns or incidents to your schools designated safeguarding lead, or in line with your school's child safeguarding policy.

Appendix A: Precise action record

Module 1 – How can you create an effective learning environment?			
Focus	Date	Progress towards previous actions	Precise action(s) given
Establishing effective routines			
Approaches to developing motivation			
Least invasive behaviour management strategies			
Addressing complex behaviour			
Techniques for holding high expectations			

Module 2 – How do pupils learn?			
Focus	Date	Progress towards previous actions	Precise action(s) given
Building on prior knowledge			
Breaking down information in small steps			
Using worked and partially completed examples			
Using low-stakes retrieval practice			
Teaching metacognitive strategies			

Module 3 – What makes classroom practice effective?			
Focus	Date	Progress towards previous actions	Precise action(s) given
Making abstract ideas concrete			
Using 'Think Aloud'			
Effective guided practice			
Pupil collaboration			
Questioning			

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

Focus	Date	Progress towards previous actions	Precise action(s) given
Planned assessment opportunities			
Anticipating and identifying misconceptions through questioning			
Monitoring independent practice			
Giving effective verbal feedback			
Making judgements based on performance			

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

Focus	Date	Progress towards previous actions	Precise action(s) given
Identifying barriers to learning			
Using adaptive teaching strategies			
Pre-teaching			
Using the graduated approach			
Working with stakeholders			

Module 6 – How can you design a coherent curriculum?

Focus	Date	Progress towards previous actions	Precise action(s) given
Discuss and decide upon a suitable topic for designing a scheme of work			
Identifying and sequencing essential concepts, knowledge and skills			
Tackling common misconceptions			
Developing pupils' vocabulary			
Supporting the transfer of learning			

Appendix B: Development Cycle planner

Development Cycle			Date
Half term 1	Diagnostic (ECT / Mentor)		
	Refocus: Mentor interaction 1	Mentor and ECT reflect on the diagnostic outcomes and identify a priority development area for this cycle.	
	Self-directed study x 2		
	Seminars x 2		
	Refocus: Mentor interaction 2	Mentor and ECT discuss learning from the self study and seminars, agree clear action steps and success criteria, and plan 'Engage with an expert' discussion or observation.	
	ECT: 'Engage with an expert 1' observation/discussion		
	Develop: Mentor interaction 3	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.	
	Drop in observation		
Half term 2	Integrate: Mentor interaction 4	Mentor provides feedback using the instructional coaching cycle and supports the ECT to refine or set a new development focus. Plan a second 'Engage with an expert' discussion or observation.	
	ECT: Engage with an expert 2' observation/discussion		
	Develop: Mentor interaction 5	Mentor helps the ECT draw learning from the expert input, refine action steps if needed, and engage with deliberate practice.	
	Drop in observation		
	Integrate: Mentor interaction 6	Mentor provides feedback using the instructional coaching cycle and reviews progress towards the overall goal. Supports ECT to sustain and embed improvements over time.	

Appendix C: Programme member code of conduct

Teach First programmes are designed for you to learn, progress and gain knowledge and insight so that you can excel professionally and make a difference in your school. To enable learning for all, it is important that a professional, safe, supportive, and open environment is maintained to allow everyone to succeed and thrive.

This code of conduct sets out the expectations that we have of our programme members on all Teach First programmes. By taking up your place on a Teach First programme, you are agreeing to abide by these expectations. Teach First reserves the right to take disciplinary action in response to any behaviour which we consider to be a breach of our expectations, whether a pattern of behaviour over time or a one-off incident. This includes Teach First's right, in our sole discretion, to remove you from the programme.

GENERAL CONDUCT

- Recognise your position as a representative of Teach First and behave accordingly. Do not engage in any activity or behaviour which would bring Teach First or the teaching profession into disrepute.
- Do not engage in the bullying or harassment of others.
- We will not tolerate language that seeks to undermine or intimidate others. This includes but is not limited to; racist, sexist, homophobic, transphobic or ableist language.
- Ensure that your language comes from an intention of being respectful and open.
- Consider the impact of your actions or lack of action (including support through silence) on others.
- Be polite and tolerant of the contributions of others; ensure everybody can speak and be heard on discussion forums, at events or in event chat functions if online.

UNDERSTANDING

- Recognise the diversity of the Teach First community.
- Be tolerant, respect and act in accordance with everyone's lived experiences, boundaries, stated personal pronouns, circumstances, and wishes.
- Recognise that some programme members may have reasonable adjustments in place to allow them fair and equal access to the programme.

OPENNESS

- Be willing and open to hearing different points of view and engage in debate where you feel comfortable to support the development of others, including constructive challenge and peer support.

PROFESSIONALISM

- Be punctual: join each live session on time, use the stated attendance policy, and follow the absence process if you are unable to attend.
- Adhere to any specific dress codes for your learning environment: this may include standards of professional dress laid down by the setting you are in (for example, a school).
- Complete all work on time, on your own (unless it is a collaborative task), and ahead of any live interaction if required. Any pre work will be made clear to you via My Teach First, including the dates for completion.
- Respond in a timely manner to any communications, requests, or instructions from Teach First and delivery partner staff.

ONLINE ENGAGEMENT

- Use Teach First online discussions or forums as a place to exchange professional information and engage in constructive exchanges that are directly focused on the outcomes of the programmatic content.

- Do not share any Zoom links or other joining instructions on any public platform, or with anyone who is not authorised to attend the event.
- Do not share personal details, inappropriate messages, or content, or use discussions or forums as a platform to harass, bully or victimise.
- If uploading videos, ensure that there is no one else in the background, especially children.
- Ensure you have adequate technology, tools, materials for your session and you have tested them beforehand. This may include video, microphone and speakers.
- Ensure that, where possible, you have turned off or silenced your mobile phone to avoid distracting others.
- Ensure that, where possible, you have joined a live session from a suitable location (not a noisy or public place, for example) to avoid distracting others.
- If sharing screens, ensure that you only share the material relevant to the programme.
- Always keep your contact details up to date (via My Teach First) to ensure we can provide you with relevant information.

SOCIAL MEDIA

- Use social media in a responsible and respectful manner – whether using a social media account which refers to Teach First (including a Teach First Facebook group) or your own personal account (whether or not it refers to your role).
- Do not post or share content which is abusive, threatening, defamatory, discriminatory or otherwise harmful or offensive.
- Teach First is an independent charity and must remain politically neutral. You must ensure that your social media activity does not suggest, explicitly or implicitly that Teach First has any party-political stance or allegiance to a particular political party.

REPORTING UNACCEPTABLE BEHAVIOUR

If you are being subject to or notice that someone else is being subject to behaviour that contravenes this agreement, or have any other concerns, please take one of the following actions:

1. If you feel comfortable and able, raise it directly with the individual causing the problem, at the time it arises, or with the event lead at an appropriate opportunity.
2. If you are not able to do this, then please report the incident to Teach First in any of the following ways (telling whoever you feel most comfortable):
 - Share it directly with your Teach First support role, if you have one.
 - Report it using the '[contact us](#)' function on My Teach First to send an email to the Teach First contact centre.
 - Send an email to teachfirstwelfare@teachfirst.org.uk which enables programme members to make safe and confidential disclosures outside of their personal support network. This is managed confidentially by the Teach First legal team.
 - Report it directly to any other Teach First contact.

We commit to taking all incidents seriously and will work with you to ensure your concerns are dealt with swiftly and effectively.

Thank you



Rewrite the future

www.teachfirst.org.uk/training-programme

Teach First is a registered charity, no. 1098294

