

EARLY CAREER TEACHERS

Guide for
mentors and
teachers

**KEEP
GETTING
BETTER**

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Using this document:

This document is intended to support mentors and teachers on the *Early Career Teachers* programme.

This document is designed to be a practical guide to some of the key tasks and actions you need to take during your time as a participant.

This document will be updated over time so please note any printed versions may be out of date.

Version control: latest changes

Version	Date	Summary of changes
1	13/7/21	First version

Early career teachers guides: teachers and mentors

Introduction:

Early Career Teachers is Ambition Institute's programme to facilitate the delivery of the Early Career Framework.

What is the Early Career Framework?

The Early Career Framework was published by the Department for Education in January 2019. It was written in collaboration with an expert advisory group from across the education sector. It aims to make sure new teachers have the time and resources devoted to their professional development that they need to thrive in the early stages of their career.

More detail: The ECF is designed to build on the knowledge acquired by teachers during initial teacher training, developing expertise in five core areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours.

These are broken down into 'Learn that...' and 'Learn how to...' statements, to ensure that early career teachers develop knowledge of both effective classroom strategies and the thinking behind them.

Read more: [Read Ambition Institute's blog mythbusting the Early Career Framework.](#)

What makes Ambition's Early Career Teachers different?

- > Grounded in real classroom practice to meet the needs of busy teachers
- > Evidence-based: Based on the latest research on how adults learn most effectively
- > Flexible and bite-sized: Powered by Steplab, our online professional learning and coaching platform

Read more: [Our programme principles](#)

Key terms

Key term	Definition
Early career framework (ECF)	Department for Education (DfE) published framework of standards to help early career teachers succeed at the start of their careers.
Early Career Teachers (ECT)	Programme run by Ambition Institute, funded by the DfE to deliver the Early Career Framework in schools.
Key term	Definition
Delivery partner	Organisations working with Ambition Institute to help deliver Early Career Teachers in their networks. For example, your school's delivery partner may be a local teaching school hub or multi-academy trust. They will help make the programme a success in your area, provide local knowledge, and help apply the programme curriculum to your context.
Early career framework lead	Individual within the delivery partner with responsibility for overseeing the ECT programme in their network. The equivalent role for NPQ programmes will be called an NPQ Lead.
Delivery partner lead	Ambition Institute employee and main point of contact for delivery partners.
Visiting fellow	Exceptional teachers from delivery partners who will deliver the ECT programme.
Induction coordinator	An experienced middle leader or senior leader who oversees the successful implementation of the ECT programme at a school level.
Mentor	Participants responsible for developing and directly coaching one or more early career teachers.
Early career teacher	Teachers in their two-year induction period. This timeframe may be extended in some circumstances, for example part-time working arrangements. N. B. This term replaces newly qualified teacher (NQT).
Ambition coach	Representative from Ambition Institute appointed to deliver coaching on coaching for mentors and/or oversee the quality assurance of visiting fellow facilitation.
Key term	Definition
Conferences	One-day event (6 hours)
Orientation	An umbrella term for the support and training delivered to early career teachers at the start of their programme journey including, the first of the one-day conferences mentioned above and pre and post conference materials delivered asynchronously via Steplab. N.B. This term will be used instead of 'induction' for early career teachers so as not to cause confusion with their 2-year statutory induction period.
Induction	An umbrella term for the support and training delivered to mentors, visiting fellows and early career framework leads at the start of their programme journey including, live sessions and materials delivered asynchronously via Steplab.
Early career teacher clinic	Facilitated sessions which support early career teachers to understand elements of the ECF that cannot be easily covered via instructional coaching.
Mentor clinic	Facilitated sessions which support mentors with their coaching of early career teachers throughout the programme.
Coaching on coaching	A 1-1 session between a mentor and a visiting fellow or ambition coach offering bespoke feedback and guidance on instructional coaching practice.

Key roles and responsibilities

There are three key participant groups in schools on the programme: the early career teacher, their mentor and the induction coordinator.

Please make sure you understand your own role and responsibilities, as well as those of the other key participants in your school.

	Teacher	Mentor	Induction coordinator
Profile	A practicing classroom teacher in their first two years of teaching.	An experienced classroom teacher with the capacity for mentoring. <i>*Ideally a specialist in the teacher's subject/phase</i>	A member of the school's senior or middle leadership team.
Role	The main audience for the Early Career Framework.	Directly supports the teacher in their development.	The in-school lead of the programme and main point of contact for teachers and mentors.
Responsibilities on the programme	<ul style="list-style-type: none"> > Learning and practising aspects of the framework throughout the programme. > Engaging with weekly self-study (through Steplab, our online learning platform) > Attending clinics and conferences 	<ul style="list-style-type: none"> > Engaging with the programme content > Carry out weekly observation and instructional coaching sessions with teachers > Attending conferences, clinics and coaching on coaching to develop instructional coaching practice 	<ul style="list-style-type: none"> > Leading the programme in school > Making sure teacher and mentor time is protected. > Providing positive accountability to support teachers and mentors to engage

Go deeper: [Read more on the role of a mentor in the appendix to this document.](#)

Programme inputs for teachers and mentors

Teacher inputs:

Component	Description	Length	Year 1		Year 2	
			Number	When	Number	When
Early career teacher conferences	Conferences are designed to give early career teachers a deep insight into key aspects of the ECF and implications for their classroom.	1 day	2	September and Spring term.	1	September
Early career teacher clinics	Clinics are online workshops designed to help ECTs make sense of study materials and address common misconceptions.	60 minutes	3	Each term	3	Each term
Weekly coaching (by mentor)	Instructional coaching meetings give teachers a specific, bite-sized action step. They will be given a clear model of 'good' and the opportunity to practise before classroom implementation.	45 minutes	~39	Weekly	~18	Fortnightly

Mentor inputs:

Component	Description	Length	Year 1		Year 2	
			Number	When	Length	When
Mentor Conferences	Conferences are designed to give mentors a deep insight into instructional coaching and how to best support early career teachers.	One day	2	Before/In September. Summer term.	-	-
Mentor clinics	Mentor clinics are online workshops designed to help mentors make sense of study materials, coaching methods and address common misconceptions around the ECF.	60 minutes	2	Half Term 2/3 Half Term 4/5	1	Half Term 1/2
Coaching on Coaching	One to one training with an expert educator on effective instructional coaching, including common misconceptions and feedback.	60 minutes	2	Half yearly	1 session	Half Term 1/2
Weekly observation (of teacher)	Mentors observe their teacher each week. Unlike conventional observations, these are not judging the effectiveness of a teacher. They are short and sharply focused on specific areas of practice	15 minutes	~39	Weekly	~18	Fortnightly
Weekly coaching (of teacher)	Mentors select a specific, bite-sized action step for their teacher to develop. Mentors give a clear model of what 'good' looks like and support the teacher to practise before classroom implementation.	45 minutes	~39	Weekly	~18	Fortnightly

Programme principles

Ambition Institute's Early Career Teachers programme draws on the best available evidence, alongside the ECF, to help craft a set of experiences that will help early career teachers keep getting better during this critical period. Key features of the programme include:

- > **Regular, bite-sized learning:**
Evidence from the science of learning suggests that we can only focus on a few things at once and that we tend to forget a lot of what we learn, especially when it is organised into one big block (Sweller, 2016). There is more chance of making progress when our learning is spread out and part of a regular, frequent routine.
- > **Examples of classroom practice:**
Understanding the theory is important but it's also critical that as a teacher or mentor, you get to see what this looks like in practice (Rosenshine, 2012; Sweller, van Merriënboer & Paas, 1998). Our materials include videos of aspects of the framework, demonstrated by teachers in a variety of classroom settings.
- > **Practice makes permanent:**
If we are to change the outcomes and life chances of our pupils, we must change how we teach. Sustained changes in teaching generally occur only if we keep practising those changes (Deans for Impact, 2016). This programme puts deliberate practice at the heart of teacher learning.
- > **Familiar routines:**
The life of a new teacher is full on. To ensure this programme doesn't add unnecessary complexity, we have designed it around a set of simple, repeating professional development patterns. This means everyone can spend less time thinking about the process and more time thinking about great teaching.

To make the most of this programme we recommend you:

- > **Tailor it to your needs:**
We have designed a comprehensive programme that is able to flex a lot without compromising quality. If teachers consistently study and get coached on powerful ideas, improvement will follow. How they apply that knowledge matters much less.
- > **Trust the design:**
The order in which we encounter new material is important and sequencing a programme of study is a complex task. Our design experts have sequenced content on the programme to make sure teachers are introduced to the right ideas at the best times and revisit them lots to ensure they take hold (Dunlosky et al., 2013).

Early career teachers guides: teachers and mentors

Instructional coaching

What is instructional coaching?

Instructional coaching is the tool used by mentors to help improve the practice of early career teachers. It is underpinned by a robust evidence base and has been shown to reliably improve teaching and pupil outcomes (Kraft et al, 2018; Sims, 2019).

In its simplest form, instructional coaching provides teachers with frequent, one-to-one feedback, along with the opportunity to 'practise' regularly in a low-stakes environment (i.e. not 'live' in front of pupils).

Mentors use action steps as a focus for early career teachers to practise and provide a framework for feedback during weekly one-to-one meetings. Getting better at teaching is hard – focusing on one small change at a time is the best way to achieve impactful and lasting change.

What does effective instructional coaching look like?

- > **Focusing on a bite-sized area for improvement:** Mentors set teachers a weekly action step that focuses on a single improvement action that they can manageably embed into their teaching.
- > **Include a clear model of better:** Mentors show a model example of how to do the action step. This helps teachers see clearly what their teaching should look like in practice or how they should be thinking when they are planning.
- > **Use deliberate practice:** Instructional coaching sessions provide teachers with the opportunity to practice, before taking this 'live' to their classroom. The mentor can use this to provide feedback and repeat the practice again to establish fluency.
- > **Creates space for professional dialogue:** Supporting teachers to analyse and reflect upon the model, how this differs from their current practice, the impact this will have on their practice and pupils, and how it links to the wider principles in the module.

Instructional coaching case study

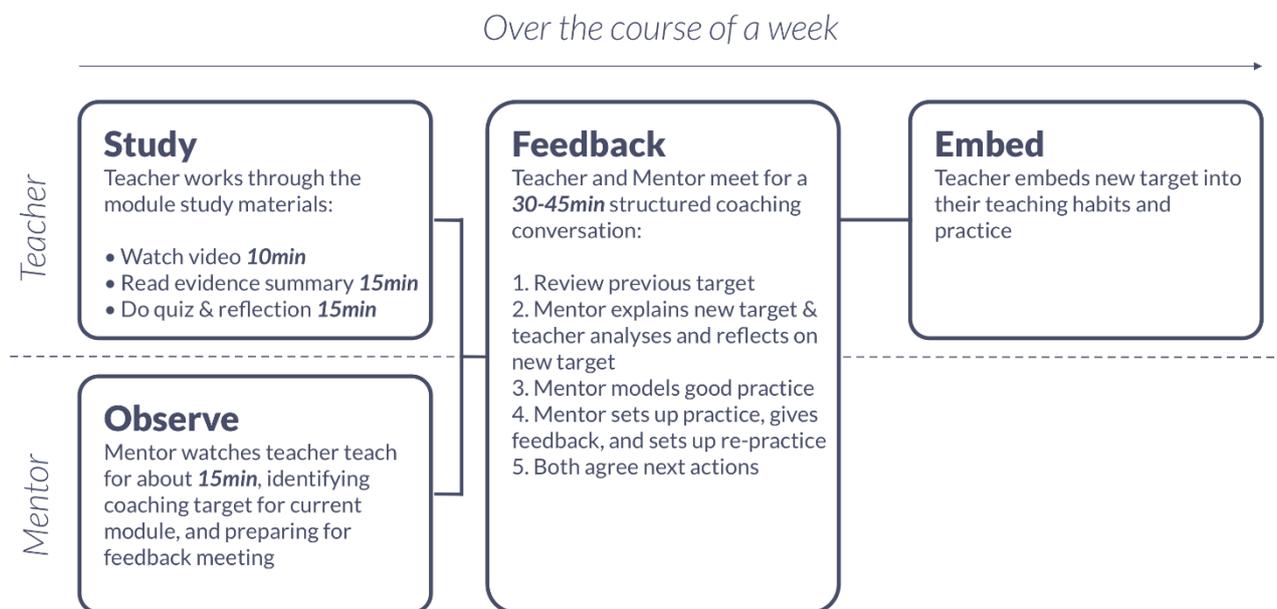
Kathryn Darwin, Lead Teacher and self-proclaimed "massive teaching and learning geek" at Delta Manor Croft Academy, was a mentor on Ambition's early roll-out of Early Career Teachers.

[Click here for an interview with Kathryn about the benefits of an instructional coaching approach using granular, evidence-based insights.](#)

Programme structure and design

Your weekly coaching structure

Here is how the study and coaching work together during a typical week on the programme:



The Early Career Framework includes a substantial amount of content. The Early Career Teacher programme has been designed to make this content manageable, and to support teachers to embed what they have learned into their classroom practice.

Strands

- > The programme is composed of three **strands**.
- > A strand is the sequenced content that an early career teacher will work through with their mentor over the term.
- > Each strand has a core focus: *mainly Behaviour, Instruction, or Subject*.
- > Each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation.

Modules

Each strand is divided into modules (accessed weekly in year 1, fortnightly in year 2). These modules revisit key concepts repeatedly. Each module is comprised of:

- > An **evidence summary** which provides early career teachers and mentors with a concise overview of the research relating to the module.
- > A **quiz** and **reflection** which enables teachers to consider the evidence in light of their knowledge and experiences.
- > A **video** which shows what the key concepts look like in practice.
- > Weekly **instructional coaching** which draws on this material and tailors the weekly focus to the specific context and needs of the early career teachers.

Early career teachers guides: teachers and mentors

Only when combined do these pieces cover all the module outcomes. For the most part, the 'learn that' statements are covered in the evidence summaries and the 'learn how to' statements are covered in the videos and coaching sessions.

Year 2

The ECF entitles early career teachers to two years of training and support. Year 2 of the early career teachers programme has been designed to enable teachers to take increased responsibility for their professional development and so provides a less frequent and more flexible curriculum.

- > It is suggested that in total early career teacher study time during the year takes approximately five hours. This can be distributed according to teacher need and should be agreed with mentors.
- > Coaching should follow a fortnightly rhythm.
- > It is recommended that both study and coaching follow the strand pattern of year 1: Behaviour in the autumn term, Instruction in the spring term, and Subject in the summer term.
- > Study for each strand entails either (A) picking up unfinished modules from the strand from year 1, and/or (B) revisiting specific modules from year 1 based on teacher need.
- > Further reading that was not explored during year 1 can also be an effective way of building on learning in year 2.

Early career teachers guides: teachers and mentors

Online platforms

Our online platforms provide a rich learning environment for early career teachers and mentors.

They represent our commitment to providing you with the tools and structure to help you engage with the programme most simply and effectively.

What is My Ambition?

My Ambition is a members-only portal on Ambition Institute's website. It's the gateway for you to check details of events and access Steplab. It is where you can:

- > Complete your onboarding forms
- > View your event details for clinics and conferences
- > Access Steplab to engage with self-study materials and instructional coaching
- > Book coaching on coaching sessions (*mentors only*)

How to create your My Ambition account and complete your onboarding form

[View our guide on creating your My Ambition account and completing your onboarding form here.](#)

How to access My Ambition:

[You can log into My Ambition with the details you have created here.](#)

Steplab

Steplab is our online professional learning and coaching platform, designed specifically to help improve teaching by drawing on the best available evidence about how teachers learn. Steplab houses all the online content for early career teachers and mentors. It also provides a tool through which instructional coaching can effectively take place.

How does Steplab support early career teachers?

- > Steplab gives early career teachers access to all the resources they need to improve practice.
- > It provides evidence-informed content in bite-sized weekly modules.
- > Teachers will also receive personalised action steps set by their mentor. These form the focus of instructional coaching, helping them develop expertise, build effective teaching habits and keep getting better.

How does Steplab support mentors?

- > Steplab provides mentors with the tools they need to successfully support early career teachers with their development.
- > Through Steplab, mentors will be able to complete coaching observations, set action steps and plan and deliver instructional coaching sessions.
- > They will also be able to access the programme self-study materials.

Support with Steplab

Both teachers and mentors will be able to access Steplab when they have completed their onboarding form on My Ambition. At the start of the academic year we will give participants:

- > A tour of the key functions
- > Access to the Steplab Knowledge Base: this section includes instructional videos on how to best use the platform, an FAQ document and details of the latest updates we have made.

How to get support on the programme:

For teachers:

- > Your first contact should be your mentor.
- > You will form a close working relationship with your mentor through the programme.
- > They will be the most immersed in the practical details of your content on the programme as you work through it together.
- > They may encourage you to contact Ambition Institute's team via ectsupport@ambition.org.uk (if it is a question about technical details, like accessing Steplab) or someone from your delivery partner who is facilitating and delivering your events.

For mentors:

- > Your first contact should be your induction coordinator.
- > Each school will have an induction coordinator.
- > This is likely to be a senior leader in school.
- > They are responsible for leading and overseeing the programme in your school.
- > If your teacher comes to you with a question you can't answer – or you have questions yourself – you should go to your induction coordinator.
- > They may encourage you to contact Ambition Institute's team via ectsupport@ambition.org.uk (if it is a question about technical details, like accessing Steplab) or someone from your delivery partner who is facilitating and delivering your events.

FAQ

Onboarding

Q) What do I do if I can't remember my password for My Ambition?

A) You can reset your My Ambition password from the My Ambition login page which can be accessed [here](#). You need to use the Google Chrome browser to do this.

- > Click the 'Forgot your password?' button.
- > Enter your Username (this is usually your work email) and select 'Send Password Reset Email'. This will send you a link to reset your password.
- > If you cannot see this email, it may be in your junk folder.

Q) My onboarding form on My Ambition isn't loading

A) The onboarding form on My Ambition can take up to 2 minutes to load because of the large number of participants in this year's Early Career Teachers programme. If you can see the tab called 'My Onboarding Form' when you are logged in to My Ambition then this means you do have access to the form – so please wait for it to load.

Q) Why can't I submit my onboarding form?

There are two reasons you might not be able to submit your onboarding form:

- > **You might not have completed all the required fields:** in order to submit your form, all the required fields (marked with a red line) must be filled.
- > **You might not have read and confirmed the Terms and Conditions:** Please make sure you read the terms and conditions then tick the box to confirm you have done so.

Q) Can I update my details on the onboarding form?

A) Yes, you can make changes to the onboarding form:

1. Log into My Ambition.
2. When you have logged in, click onto the tab 'My Onboarding Forms'
3. Edit any details you want to change.
4. When you have finished updating details, click 'Update Information' at the bottom of the page to save your changes.

Q) When I have onboarded, can I start the programme content before September?

A) **Mentors:** After completing onboarding you will be given access a Steplab course to complete before your induction conference (*pre-conference orientation*)

Teachers: After completing onboarding, you will be given access to a Steplab course called *teacher orientation* which introduces you to the programme. Your school will advise you on how and when to complete this course – it is three hours in total, but can be completed in multiple chunks.

After your first conference, content will be released weekly to teachers and mentors. Your school's induction coordinator will decide when to release the first module.

Q) When will onboarding induction sessions for mentors be?

A) The date of your induction conference depends on the group (delivery partner) your school are working with. Different delivery partners in different regions will have conferences on different dates. Conferences will **either** be before the summer holiday (May-July) or before the end of September.

When your dates have been confirmed you will receive information by email – so keep an eye on your account. You also should be able to check your event dates on your My Ambition account when they have been agreed (under the ‘events’ tab).

Catching up and missed sessions

Q) How do I catch up on any elements of the programme that I miss?

A) The content on your programme will all be available on-demand. That means if you miss any content, you can go back to complete it later. However, we recommend completing it in order as much as possible – and trying to engage weekly, rather than giving yourself lots to do in one go.

If you miss events, we will provide catch up options (slides from the event, materials, or a recording where possible). The events are designed to be interactive and discussion based, however, so you will get a lot more out of events by attending them ‘live’ with your peers where possible.

Q) If a new teacher starts later than September, and therefore their mentor has missed the mentor induction conference, is there catch up available?

A) If a mentor doesn’t attend their induction conference for any reason then they will receive the ‘catch up’ version of your induction conference, with materials provided on demand on Steplab.

Don’t worry if this means you are slightly behind on the modules of strand 1. You will be able to cover any missed modules in the second year of the programme!

The role of the mentor

Q) Apart from the mentor induction conference is there anything else mentors need to do over the summer?

Although most of your training will take part in your induction conference, there are two ‘orientation’ courses on Steplab to help introduce you to the Early Career Framework and your role as a mentor.

These are the ‘pre-conference orientation’ and ‘post-conference orientation’ - as you would expect, these are to be completed before and after your induction conference respectively!

Q) Will the same mentors be enrolled on the programme for future cohorts of the Early Career Teachers programme?

This is a decision for your school. Your school's induction coordinator will choose mentors to work on the programme for each cohort.

We hope that mentors will continue to work on the programme for a number of years, building their experience and supporting early career teachers in these exciting changes.

Q) Can I be a mentor to more than one ECT?

- > We recommend each mentor working with one teacher so you can give them lots of dedicated time and support.
- > We know this isn't always possible – so you can work with multiple teachers if you feel confident you will have enough time to commit to coaching them effectively each week.
- > If you mentor multiple teachers, you will only be counted once for payment and recruitment number purposes.

Q) Do you have any advice for how mentors can manage the time commitment required in smaller schools (e.g. small rural schools or 1FE primaries)?

- > It's really important that teachers are observed for 15 minutes each week – this is crucial to give them the small, manageable steps they need to improve.
- > We know this time commitment for mentoring can be tricky with a smaller number of staff.
- > Some schools have used video capture to help support teachers to fit mentoring around their existing timetable commitments.
- > [You can read more about remote coaching using video in the appendix.](#)

Content

Q) Does the action step I set my have to match the module a teacher has most recently completed?

If you feel that your teacher would benefit from repeating an action step or being set an action step from a previous module the programme is designed to support this.

The work in each module builds on the content in the previous module. All action steps should be based on modules available to teachers on Steplab.

Q) Can my school choose the order of the modules we complete?

As the modules build in complexity and difficulty week on week, it is important that you complete them in order. The order of the three termly strands is decided by your school's delivery partner.

Q) What can I do if I don't manage to complete feedback in the same week as the action step?

Early career teachers guides: teachers and mentors

A) We understand that teachers have very busy lives, and sometimes you might not be able to complete all Steplab actions and activities in the same week.

We have improved Steplab so that mentors can now submit feedback for previous action steps later if you don't manage to do so during the week. Further guidance on using Steplab will be given in September.

Appendix 1: The role of a mentor

As a mentor, you are responsible for coaching your early career teacher(s). This role involves guiding your teacher(s) through the programme with weekly observations and instructional coaching sessions. Your role is vital to help teachers make the best possible start to their careers and apply their learning in your school's unique context. We will support you to do this, while also providing professional development opportunities that ensure you can benefit from the programme too.

Profile

- > Three or more years of teaching experience
- > Interested in continuous professional development, and has the capacity to engage with each element of the programme
- > Able to act as the point of contact for any concerns or queries your teacher has on the programme
- > Specialist in same subject/phase as your teacher(s), so you can help them contextualise their learning

Aims of the mentor

- > Engage with the programme content to support your teacher's development
- > Carry out weekly observation and instructional coaching sessions to support your teacher's progress
- > Hold your teacher to account for engaging with the programme (taking part in their self-study and events)
- > Attend our events for mentors to further develop your instructional coaching practice

Our offer to you:

- > **Supportive structure for your coaching sessions:** We will provide you with tools and resources to make your coaching simple and effective
- > **Engage with the evidence and refresh your knowledge:** Steplab, our online coaching and learning platform gives you access to the latest research and thinking.
- > **Mentor conferences:** Hear from inspiring educators and build your support group of regional peers
- > **Mentor clinics:** to develop your knowledge and skills
- > **'Coaching on coaching' sessions with an expert coach:** develop your instructional coaching practice.

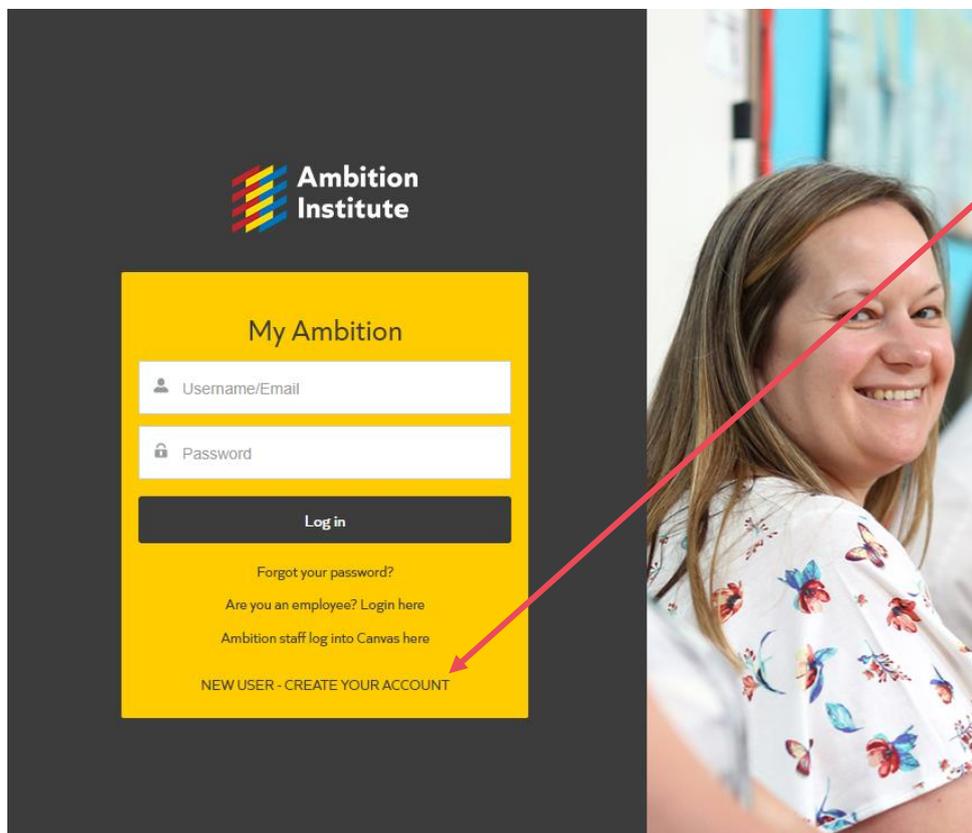
Responsibilities of the mentor:

Weekly	Bi-Annually
<ul style="list-style-type: none">> Complete a weekly targeted observation with your teacher (10- 15 minutes per week)> During the observation, use Steplab to record your notes and set an action step for your teacher> Run an instructional coaching session with your teacher (Approximately 45 minutes per week)> Adapt Ambition Institute's resources to your context	<ul style="list-style-type: none">> Attend mentor clinics and coaching on coaching sessions to continue to develop your instructional coaching> Work through each termly strand on Steplab with your teacher

Appendix 2: How to create your My Ambition account and complete your onboarding form

My Ambition is our online, members-only area. It's your gateway to access Steplab (our exclusive online coaching and learning platform) and view details of your events.

1. Creating your My Ambition account



1. Go to My Ambition at: www.my.ambition.org.uk
2. Click 'NEW USER – CREATE YOUR ACCOUNT'

Portal Registration

First Name

Last Name

Work Email

Personal Email

Mobile Phone

Once you start typing, you will start to see your school:

What is the name of your school/trust? (select school if possible for eligibility reasons)

Which programme do you want to apply for?

Minimum length 8 characters. Must include number and uppercase and lowercase letters

Password

Password Confirm

3. Enter your information
4. It's really important you enter it exactly as it was given to us – which is in the email this document is attached to.
5. When asked 'Which programme do you want to apply for?' please ensure you select '**Early Career Teacher**'.
6. Create a strong password.
7. Click 'Register'

2. Completing your onboarding form.

Completing your onboarding form allows us to create your profile for Steplab, and give you the best possible experience on the programme – meeting your needs at all stages.

Ambition Institute My Ambition

Home Events My Application My Onboarding Forms

My Onboarding Form(s)

Please select the application for the programme you wish to complete an on-boarding form for.

If you have any question, please get in contact with us at applications@ambition.org.uk.

ERX APPLICATION ID	PROGRAMME NAME	COHORT NAME	ADMISSIONS STATUS
App ID-15035 (Active)	Early Career Teacher	Fern DP ECF	Participant

Please note – My Ambition can take up to one minute to load on some browsers.

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Registered office: The Yellow Building, 1, Nicholas Road, London, W11 4AN

1. Log in to My Ambition
2. Click the tab 'My Onboarding Forms' on your My Ambition homepage
3. You should see an application listed for the programme *Early Career Teachers*
4. Click on the blue application ID number.

Top tip: You sometimes need to log out of My Ambition and back in to see this tab

Monitoring Information

While you're not obliged to disclose this data, doing so will support us in ensuring that our programmes are reaching a diverse range of educators. Our [privacy policy](#) outlines how we will look after your data but if you have any further questions, please email ECRegistration@ambition.org.uk

Birthdate

Gender

Do you identify as transgender?

What is your sexuality?

Do you have an Impairment or disability?

Ethnicity

We would also like to pass your details onto the Department for Education (DfE) so that they can contact you with details of other services that they provide. Do you consent to us sharing your contact details with DfE for the purposes of marketing?

When you have completed your programme:

Consent - DfE Contact

Consent - Other Opportunities/Research

5. This will take you to the onboarding form
6. Complete the form
7. All the questions marked with a red line **must** be answered.
8. Make sure you read and accept the terms and conditions.

Terms and Conditions

Please read through the the document provided and confirm you understand and agree to the [terms and conditions](#).

I confirm I understand and agree to the terms and conditions

Submit Onboarding

9. Click 'Submit Onboarding' at the bottom of the form when you have finished.

Why are we asking this? Some questions might not feel relevant to your role, like your ethnicity or sexuality. As a charity, we have to ask these questions. They help us make sure we're supporting teachers from all backgrounds. This info is never shared. It's used anonymously, to get a picture of who we're working with.

Please note – My Ambition can take up to one minute to load on some browsers.

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Appendix 3: Adding our emails to your safe sender list

Teachers and mentors sometimes tell us they aren't receiving our emails.

To make sure you can access all our information in good time, we ask you to add all our email addresses to your email safe sender list. This includes emails we send directly, as well as emails generated automatically about your events or Steplab profile.

The email addresses are:

- > @salesforce.com (including email address 'noreply@salesforce.com')
- > @ambition.org.uk
- > @steplab.co
- > @steplab.co.uk

Appendix 4: Coaching remotely – Guidance for ECF Leads and mentors

This document provides guidance on how mentors and ECTs can continue to work together when unable to meet face to face, specifically in the following scenarios:

- > Mentor is not able to be physically present at observations and/or instructional coaching meetings
- > ECT is not able to teach face to face lessons
- > ECT is not able to teach face to face *or* virtual lessons
- > Mentor is on sick leave
- > ECT is on sick leave

Scenario 1: Mentor is not able to be physically present at observations and/or instructional coaching meetings

Possible causes: ECT and mentor are scheduled to teach the same time prohibiting in-person observations.

Study: The ECT can continue to engage in their weekly self-study materials.

Observe: Where appropriate and in line with school guidance, ECTs can film their teaching in place of an observation and share the recording with their Mentor through a secure method of video-sharing. The ECT should refer to their school's internal policy on recording students and sharing recordings. Mentors can complete the 'Observe' section on Steplab, in light of the recording provided, to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use the 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: Where the school's recording policy prohibits recording of students in lessons, the ECT might consider setting up the recording device at the front of the classroom ensuring that students are out of shot. Where this is not possible, the ECT can take an audio recording of their lesson

Scenario 2: Early career teacher is not able to teach face to face lessons

Possible cause: Restrictions mean that ECT is only delivering virtual lessons, either live or recorded.

Study: The ECT can continue to engage in their weekly self-study materials on Steplab.

Observe: If an ECT is delivering lessons virtually (either recorded or live) the lesson delivery can be recorded as the observation in accordance with the school's recording and safeguarding policies. Mentors can complete the 'Observe' section on Steplab, in light of the recording provided, to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use the 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: When the ECT returns to the face-to-face teaching, mentors should review the action steps that have been set, allow opportunities to re-practice and, if necessary, repeat action steps so that the teacher is fully supported to embed the action steps into their face-to-face practice.

Scenario 3: Early career teacher is not able to teach face to face *or* virtual lessons

Early career teachers guides: teachers and mentors

Possible cause: Due to restrictions, the ECT is engaged in providing learning resources that do not include face to face or virtual lessons.

Study: The ECT can continue to engage in their weekly self-study materials on Steplab.

Observe: In lieu of an observation, an ECT can provide their Mentor with a piece of planning or a learning resource they have created for review. This will allow a Mentor to identify a suitable area for development and action step. Mentors can still use the 'Observe' section on Steplab to help them prepare for their feedback meeting.

Feedback: The instructional coaching meeting can take place via an online video platform such as Zoom or Microsoft Teams. Mentors should use 'Feedback' section on Steplab to guide and record their conversation just as they would in a face-to-face meeting.

Considerations: When the ECT returns to face-to-face teaching, mentors should review the action steps set, allow opportunities to practice and, if necessary, repeat action steps so that the teacher is fully supported to embed the action steps into their regular classroom practice.