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Teach First

A photograph of four young people in school uniforms. In the foreground, a young woman with long braids looks towards the camera. Behind her, a young woman with blonde hair smiles. To the right, a young man with glasses and a striped tie smiles. In the background, another young woman is partially visible. They are all wearing white short-sleeved shirts and blue and green striped ties.

Early Career Training Programme

MENTOR PROGRAMME GUIDE | YEAR 1

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Introduction

Welcome to the Teach First Early Career Training Programme (ECTP).

Thank you for mentoring a Year 1 Early Career Teacher (ECT) this year.

Your role as a mentor is crucial to helping them have the best possible start to their career as a teacher.

The ECTP has been developed in collaboration with schools and sector experts and is underpinned by the latest educational research. It is designed to be both practical and impactful—supporting ECTs to build strong foundations in their teaching practice.

This guide will help you to:

- understand your role and responsibilities as a mentor
- gain a clear overview of Year 1 of the Teach First Early Career Training Programme (ECTP)
- understand how your weekly mentor interactions will work

About the Early Career Teacher Entitlement (ECTE)

The Early Career Teacher Entitlement (ECTE) is a 2-year entitlement that supports teachers at the start of their career.

It is at the heart of the DfE's teacher recruitment and retention strategy to transform the support teachers get when they first join the profession.

It has been developed in collaboration with schools and sector experts and is underpinned by the latest educational research. It is designed to be both practical and impactful - supporting ECTs to develop their professional skills and provide them with the knowledge and skills they need to meet the teachers' standards.

There are five main elements to their entitlement:

1. Access to an early career training programme
2. Mentor support for ECTs
3. A comprehensive training programme for mentors
4. Time off timetable for ECTs and mentors
5. Regular progress reviews and 2 formal assessments for ECTs against the teachers' standards.

DfE Funding

The ECTE is fully funded by the DfE. Schools receive funding to reduce an ECTs timetable in year 1 by 10% (additional to their PPA time), and 5% in year 2. This funding is also used to provide mentors with time to both work with their ECT and engage in their own training.

The funding schools receive is dependent on ECTs and mentors' engagement with the programme. Teach First will collect engagement data for ECTs and mentors, which will be shared with the DfE.

Full details around eligibility and funding for the ECTE can be found [here](#)

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 leadership and teaching in special schools.

"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

It is important for everyone involved in the Early Career Training Programme to have a clear understanding of their role and responsibilities.

So, to help you understand yours, in the table below we've outlined your role and key responsibilities alongside those of your induction tutor and ECT.

Responsibilities	
Induction Tutor	<ul style="list-style-type: none"> • 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 • maintain ECT and mentor engagement • select an appropriate mentor • follow the process for changing mentors • quality assure the programme
Mentor	<ul style="list-style-type: none"> • be an experienced teacher who is paired with the early career teacher to support them directly through the programme • attend the mentor Welcome Conference • monitor ECT engagement • arrange weekly interactions • 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 weekly mentor self-directed study materials • inform delivery partners or induction tutors if they cannot attend a seminar
ECT	<ul style="list-style-type: none"> • attend the ECT Welcome Conference • engage with weekly self-directed study • attend ECT training seminars • inform induction tutor or delivery partner if they cannot attend a seminar • attend and engage in weekly mentor interactions

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

1. Delivery Partners

Partners working with Teach First to deliver the Early Career Training Programme in your school. All delivery partners are highly experienced in training and supporting teachers, as well as leading local and national networks. Delivery partners will be leading the ECTP for ECTs and mentors in school.

2. Seminar facilitators

Seminar facilitators are experienced practitioners who are experts in training teachers. Facilitators will be organised through delivery partners and their sessions will either be online or delivered in person.

Early Career Training Programme structure

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 both ECTs and mentors use to access their self-directed study materials. You will both receive a welcome email, followed by a separate email containing your My Teach First login information.

If you or your ECT 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

Brightspace is the learning platform that hosts all our online content. You and your ECT will be directed towards Brightspace when you access the My Teach First platform. You will also get your own access to Brightspace through My Teach First using the Brightspace Learning Platform link on your home page. This will allow you to see all the content your ECT has access to.

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?

Optional

Excellent Teaching in Special School module

Time commitment

For ECTs

- **Welcome Conference**
Full day (6 hours)
- **Self-directed study**
3 hours 45 minutes per half term
- **Seminars**
2 x 1 hour 30 minutes seminars per half term
- **Mentoring**
Weekly sessions, 60 minutes in length

Time commitment

For mentors

- **Welcome Conference**
Full day (6 hours)
- **Self-directed study weekly overview videos**
1 hour per half term
- **Seminars**
5 x 1 hour 30 minutes across the year
- **Mentoring**
Weekly sessions, 1 hour in length
- **Diagnostic activity**
as part of the 1 hour self-directed study

ECT training and responsibilities

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

Session	Length	Title
1	60 minutes	The Teach First Early Career Training Programme
2	75 minutes	Developing your expertise
3	90 minutes	An introduction to instructional coaching
4	90 minutes	Using praise and consequences effectively*
5	30 minutes	Your wellbeing

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

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

ECT Self-directed Study materials

Following the Welcome Conference, ECTs will begin engaging with their self-directed study materials. These weekly sessions are hosted on the Brightspace Learning Platform, which is accessed via My Teach First.

Each module takes approximately 3 hours and 45 minutes to complete over the course of a half term. There are six modules in total, each aligned with a half term in the academic year.

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

ECTs will attend two module seminars per half term. Each seminar is 90 minutes long.

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

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

Engagement with training

It is important that ECTs engage fully with all aspects of their training.

They must demonstrate engagement with their training offer across the two years of the programme. As such, it is essential to proactively support ECTs in overcoming any challenges they may face in accessing or engaging with their training.

ECTs will be at risk of being withdrawn from the programme if they do not demonstrate sufficient engagement.

ECT Responsibilities

Earlier in this guide, a brief overview of the ECTs' responsibilities within the programme was provided. The following section offers a more detailed explanation of each of those responsibilities.

Here we'll share a bit more detail about four of the ECTs' key responsibilities:

1. Answer diagnostic questions for each module

At the beginning of each module, ECTs will answer a set of diagnostic questions that will help them to reflect on their current knowledge and understanding of the module content. This will take them approximately 10 minutes to complete.

2. Engage with self-directed study

Each half term, ECTs will need to complete 3 hours, 45 min of self-directed study, at their own pace.

The self-directed study materials are structured into six modules, each containing five sessions to be completed across the half term. To evidence engagement and learning, it is essential that ECTs complete the 'knowledge check' at the end of each session.

3. Attend module seminars

ECTs are expected to attend two 90-minute 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.

These seminars are designed to provide a rich professional development experience. Their core purpose is to:

- **Deepen understanding** of key concepts from the ITTECF through expert-led sessions.
- **Engage with curriculum materials** that build knowledge and practical teaching skills.
- **Reflect on personal classroom practice** in a supportive environment.
- **Collaborate and network** with fellow ECTs, sharing insights and experiences.
- **Apply learning** directly to their teaching with guidance from experienced facilitators.

4. Attend weekly mentor interactions

In their first year, ECTs are expected to engage in weekly mentor interactions. These sessions are a vital part of the ECT's professional development and should be scheduled as a regular, protected time slot with you.

On the next page we'll take a more detailed look at these weekly interactions.

Weekly mentor interactions

In the Mentor Handbook we've provided a detailed breakdown of each weekly mentor interaction. But here we'll give an overview of what the interactions are about and how you and your ECT can prepare for them.

The focus of mentor interactions

Each week, you'll meet with your ECT to discuss and support them to practise a key element of their teaching practice.

The focus of most of these mentor interactions will relate to what your ECT has been learning about in their self-directed study. In addition, in weeks 20 and 33, and for part of your initial mentor interaction, the focus will be on your ECT's wellbeing. We recognise that you'll need to support your ECT with their workload and wellbeing across the year. It's unlikely these will be the only times you discuss wellbeing with them. But we hope having these interactions set aside to specifically focus on wellbeing will help you to make space to explore this topic in more depth.

Diagnostic conversations

As a mentor you will complete a diagnostic activity at the beginning of each module, focusing on your ECT's current application of the content in their teaching practice. These are accessed via the mentor self-directed study area on the Brightspace Learning Platform. Your ECT will also complete a set of knowledge-based diagnostic questions to check their understanding of these same concepts.

At the first mentor interaction of each module, you and your ECT will review your respective diagnostic results and jointly decide on the best pathway through the module. ECTs might engage with a mix of both core and summary and stretch sessions for each module.

Here's an example for Module 1: how do you create an effective learning environment?

<i>Session 1: Establishing effective routines</i>	Core	<i>Summary and stretch</i>
<i>Session 2: Developing motivation</i>	<i>Core</i>	Summary and stretch
<i>Session 3: Addressing low level disruption</i>	Core	<i>Summary and stretch</i>
<i>Session 4: Managing complex behaviour</i>	Core	<i>Summary and stretch</i>
<i>Session 5: Holding high expectations</i>	<i>Core</i>	Summary and stretch

Note that the core and summary and stretch versions of each session are both designed to take about 45 minutes to complete. ECTs always have access to both pathways, so they can review all the module materials as needed.

Preparing for the mentor interactions

Before coming to mentor interactions, your ECT will complete their self-directed study session, and will apply their learning to a related task, like designing a partially completed example or creating a retrieval quiz. They'll be prompted to share the outcome of this task with you.

This may be for example:

- A lesson plan
- A set of questions they intend to ask pupils
- A quiz
- A reflection on a recent teaching experience

You might get chance to review this before the interaction, or you might agree to look at it together at the start of your interaction.

Before most interactions, we'll recommend you drop into your ECT's classroom for 10 minutes to observe them enacting a particular aspect of their teaching practice. Like how they respond to low level behaviour or how they use 'Think Aloud' to narrate their thought processes. You'll need to work with your ECT to arrange when you'll do these drop-in observations.

Weekly overview videos

A key part of the mentor's role is to support ECTs in applying what they've learned through from their self-directed study and seminars to their classroom practice.

We understand that you won't always have time to look through everything your ECT has been learning about. So we've created weekly overview videos to keep you informed and equipped, without adding unnecessary workload.

These short videos - typically 5 to 10 minutes long - serve two main purposes:

1. **To summarise the week's learning.** They provide a concise overview of the key content the ECT has been engaging with, including the research base that underpins it.
2. **To guide your preparation.** They outline what you need to do that week to prepare for your one-to-one interaction with your ECT.

You'll find the links to these videos in the Mentor Handbook.

Mentor Training and responsibilities

To ensure mentors are well-prepared for the role, you will receive training and ongoing support to develop your expertise in the ECTP and strengthen your core mentoring skills, enabling you to be an effective mentor.

Below is an overview of our one-year training offer for mentors.

Below is an overview of the one-year training offer.

Mentor Welcome Conference

You will begin by attending a full day Welcome Conference, designed to provide a comprehensive introduction to the programme.

Session	Length	Title
1	75 minutes	The Teach First Early Career Training Programme
2	30 minutes	Using the diagnostic tool to tailor support
3	65 minutes	Instructional Coaching
4	55 minutes	Deliberate practice
5	55 minutes	Workload and wellbeing
6	60 minutes	Building support networks

Training seminars

Following the Welcome Conference, you are expected to attend five in-year training seminars. Each seminar lasts 90 minutes and is designed to support your ongoing development of core mentoring skills. The seminar titles are listed below:

Session	Title
1	Moving from novice to expert
2	Expert instructional coaching and deliberate practice
3	Developing inclusive practice
4	Balancing support and challenge
5	Developing resilience

The purpose of these seminars is to develop mentors core mentoring skills, with a particular emphasis on instructional coaching. They also provide valuable opportunities for you to connect with one another—to share experiences, reflect on practice, and collaboratively problem-solve.

Weekly overview videos

As mentioned earlier in this guide, the weekly overview videos are short videos - typically 5 to 10 minutes long – designed to serve two main purposes:

1. **To summarise the week's learning:** They provide a concise overview of the key content the ECT has been engaging with, including the research base that underpins it.
2. **To guide your preparation:** They outline what you need to do that week to prepare for their one-to-one interaction with your ECT.

Engagement with training

It is important that you engage fully with all aspects of your training across the academic year. Please be proactive in overcoming any challenges you face in accessing or participating in your training. Your engagement is not only essential to becoming the most effective mentor you can be for your ECTs, but crucially, it is also a condition for your school to receive the funding allocated for mentor training.

Mentor Responsibilities

For novice teachers, identifying and articulating what makes teaching effective can be challenging. Your role is to use your expertise to make effective practice visible and accessible. By reflecting on your own teaching, narrating your decision-making, modelling key strategies, and highlighting high-leverage actions, you will play a crucial role in supporting your ECT's development.

Earlier in this guide, we shared a brief overview of mentor responsibilities within the programme. The following section offers a more detailed explanation of several key responsibilities.

Monitor ECT Engagement with self-directed study materials

Alongside the induction tutor, you are responsible for monitoring your ECT's completion of weekly self-directed study on Brightspace.

If you have any concerns regarding your ECT's engagement, attendance, or progress, please inform your induction tutor promptly.

Arrange weekly interactions

Prioritise time each week to facilitate a 60-minute mentoring interaction with your ECT. The Mentor Handbook will support you to structure these weekly interactions.

You are expected to:

- Ensure these interactions take place consistently and are informed by the relevant module content.
- Follow the instructional coaching feedback model during each interaction.
- Watch the weekly overview videos in preparation for the interaction, to stay informed about your ECT's self-directed study and curriculum.

Attend seminars

Mentors are expected to attend five 90-minute seminars across the academic year. These sessions provide valuable opportunities for professional development, sharing best practice, problem-solving, and discussing the progress of your ECTs.

If you are unable to attend your allocated seminar due to extenuating circumstances, you should contact your induction tutor and delivery partner in advance of the seminar.

Engage with their mentor self-directed study materials – the weekly overview videos

Mentors are expected to engage with the self-directed study materials available on the Brightspace Learning Platform. These weekly videos are designed to support you in developing your own knowledge of the ECT curriculum and the research and evidence that underpin it.

Complete the mentor diagnostic activity

As outlined earlier in this guide, mentors play an active role in tailoring their ECT's pathway through the module content. To support this, mentors are required to complete a short diagnostic activity by answering questions about their ECT's application of module knowledge and skills in the classroom. This activity should take approximately 10 minutes to complete.

The outcomes of the diagnostic activity should then be brought to the first interaction of each module so you can discuss and agree on a tailored learning pathway for that module.

Mentor training needs analysis

From September 2025, a new aspect of the ECTP for mentors is being introduced: a training needs analysis. This change is designed to recognise mentors who have already undertaken extensive mentor training to support a trainee teacher during their Initial Teacher Training (ITT) year. It acknowledges the significant time you may have already invested in your professional development.

For example, if you've recently completed ITT mentor training, you may have already undertaken up to 20 hours of mentor development in the previous academic year. Rather than asking you to repeat similar content, the training needs analysis allows you to build on your existing knowledge and focus on the areas that will have the greatest impact.

As you access your self-directed study materials on the Brightspace Learning Platform, you'll be asked to identify your prior mentoring experience and provider. If you're eligible for a reduction in training hours, you'll then complete a short training needs analysis. This will assess your confidence and competence across key areas of the training offer and generate a personalised training plan for the year.

Engagement with the personalised training plan is essential. Your engagement is not only essential to becoming the most effective mentor you can be for your ECTs, but is still also a condition for your school to receive the funding allocated for mentor training.

Instructional Coaching – what it is and why we use it

In the weekly mentor interactions, you will use a specific feedback model grounded in the principles of instructional coaching. This model underpins the structure of the programme and is central to how you will support your ECTs' development.

During their Welcome Conference, you will receive training on how to deliver this model effectively. High-impact feedback goes beyond identifying strengths and areas for development—it creates a space for ECTs to plan, rehearse, and refine specific actions that can be immediately applied to their classroom practice.

Why instructional coaching?

Instructional coaching is a well-evidenced approach used to develop expertise across a range of domains—including sport, music, and teaching—and is effective for novices, intermediates, and experts alike. Research shows that instructional coaching has a greater impact on pupil outcomes than many other forms of professional development.

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

- **Precise, high-leverage actions** identified by you, the mentor.
- **Directed, specific feedback** rather than open-ended questioning.
- **Mentor-led interactions**, where you adopt the role of expert and guide your ECT through modelling and rehearsal.

This approach contrasts with traditional coaching models, which often rely on reflective questioning led by the teacher. Instead, instructional coaching is mentor-directed, ensuring clarity, focus, and practical next steps.

The feedback model that you should follow during mentor interactions is shown below.

The feedback model

The feedback model that the mentor should follow is shown below. There is also a script that may act as a stimulus when feeding back using the model found in the appendices of this guide.



One of the more challenging aspects of the feedback cycle is selecting and articulating the right precise action step—one that is both high-leverage and aligned with the principles of deliberate practice. During the ‘probe’ stage of the feedback model, you will guide your ECT toward a specific area for development. From there, you’ll work together to identify a small, clear, and actionable step that will have the greatest impact on classroom practice.

This should focus on the *how*, not just the *what*, and be specific enough to allow for rehearsal and immediate application.

For more detailed information about how to use the feedback model please refer to the Mentor Handbook.

Responding to ECTs highest leverage areas for development

Each module in the programme has been carefully sequenced to build on prior learning, helping ECTs to secure and deepen their understanding over time. So we strongly recommend following the designed sequence to ensure ECTs benefit from the cumulative structure of the programme. But we recognise that there may be occasions where an ECT requires targeted support in an area not yet covered in the current module.

In line with the principles of instructional coaching, mentors are encouraged to identify the highest-leverage area for development—the one change that will have the greatest impact on the ECT’s practice. If this area falls outside the current module, it may be appropriate to adapt the sequence and draw on content from a different module to address that need.

Ultimately, the goal is to ensure that ECTs receive the right support at the right time—whether that means following the planned sequence or flexing it to meet an immediate need identified through coaching.

But if you do choose to adapt the sequence, please:

- Be mindful that this may affect the alignment between the ECT’s self-directed study and the suggested focus of their weekly mentor interactions.
- Ensure that any adaptations are purposeful, clearly linked to the ECT’s development goals, and supported by your instructional coaching approach.
- Return to the original sequence when possible; especially so that ECTs are engaging with self-directed study that relates to the live seminars they will be attending with their peers.

All programme members—including ECTs, mentors, and induction tutors—are expected to adhere to the Teach First Programme Member Code of Conduct. This can be found below and should be read in full by all involved.

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.

Programme member code of conduct

- 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.

CHILD SAFEGUARDING CONCERNS

You should report any child safeguarding incidents in line with your school's child safeguarding policy. Where you are not yet employed by a school, please report any concern to your Teach First support role.