



**Ambition  
Institute**

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# EARLY CAREER TEACHERS

Early Career Teacher Handbook

**KEEP  
GETTING  
BETTER**

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## Using this document

This document is intended to support Early Career Teachers (ECTs) 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 an ECT and to point you in the direction of further support.

This document will be updated over time so please note any printed versions may be out of date.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
0.1	22/07/2022	First draft of new version (FD)
1.0	31/08/2022	N/A

## Useful information

My delivery partner is:

My mentor (in my school) is:

My induction coordinator (in my school) is:

I can contact them via (email or phone):

If you need help getting hold of this information, you can contact Ambition Institute at [ectsupport@ambition.org.uk](mailto:ectsupport@ambition.org.uk)

## Introduction

### What is the Early Career Teachers programme?

The Early Career Teachers programme is Ambition Institute's programme to support you as an early career teacher (ECT) to learn and master the content from the early career framework, putting this into action in your classrooms.

The programmes last for two years, matching the new two-year induction period designed to support early career teachers.

### What is the aim of the programme?

The early career teachers (ECT) programme aims to help teachers build expertise, using the evidence-based content in the early career framework, to support ECTs to get off to the best possible start in their career.

### 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 ensure that teachers thrive in the early stages of their career through having time and resources devoted to their professional development.

**More detail:** The early career framework 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 areas 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

Click here to read Ambition Institute's blog mythbusting the Early Career Framework.

## Programme principles

The ECT Programme for both mentors and ECTs has been built on evidence of how people learn new knowledge and skills and apply this to their practice. This evidence has informed principles underpinning the programme:

- > **Key learning broken down into small, manageable chunks** – in Year 1 of the programme, each week, you will work on a bite-sized aspect of your teaching (known as a step) with your mentor. An example would be looking at a specific strategy to help you to ask effective questions to your pupils.
- > **Clear modelling of effective practice** – during your instructional coaching session, your mentor will model what the bite size aspect (step) looks like before you practise applying the step yourself. You will also see lots of different models of the strategies and approaches being taught within clinics and conferences.
- > **Multiple opportunities to return to key learning** – the aim of this programme is for you to develop mastery of key teaching practices and, to do that, it is important to revisit and build on key learning. You will have the opportunity to revisit and deepen understanding of key learning through the self-study you carry out, as well as the clinics and conference. For example, in your ITT year, you may have learnt about the importance of giving clear instructions and you will revisit this content when looking at self-study modules on routines. You will then return to these ideas when thinking about how to break down content when modelling content to your pupils.
- > **Practice and feedback** – within the instructional coaching session, you will deliberately practise and receive formative feedback on a bite sized aspect of your teaching so that you have an opportunity to practise the step before deploying it "live" in your classroom.
- > **Contextualised** – through the models your mentor shows you, they will help you to see how the learning in your self-study modules translate into practice.
- > **Familiar routines** – each week, you will engage in weekly self-study and the weekly (fortnightly in year 2) instructional coaching, to help both you and your mentor get into the routine of engaging in your professional development on the programme.

## How does the Early Career Teachers programme support my development?

The principle aim of Ambition Institute's Early Career Teachers programme is to develop the knowledge and skills of early career teachers, so that you can have the greatest possible impact on the pupils in your classrooms.

The programme builds expertise through a combination of components:

- > **Self-study content.** You will complete weekly self-study modules. Modules develop your knowledge of the evidence-informed content within the early career framework.
- > **Instructional coaching.** Mentors run regular instructional coaching sessions with you in school. Coaching sessions are carefully structured and can be tailored to your needs by considering your prior knowledge and current classroom practice.
- > **Conferences and clinics.** Facilitator run sessions help you to examine key elements of practice in more detail.

### What support am I entitled to?

Early career teachers are expected to be provided with sufficient time to engage with the programme effectively. In order for you to carry out your role and invest the sufficient time in your professional development, you are entitled to a reduction in your timetable; 10% in year 1 and 5% in year 2.

As part of the reduced timetable allocation, you are expected to engage with the following:

- > Weekly instructional coaching from your mentor – a supportive observation followed by an instructional coaching meeting (this will become fortnightly in year 2).
- > 3 teacher conferences and 6 clinics.

In order to engage with the self-study material, you will use the online learning platform, Steplab. Within the platform you will receive support on how to best use it, so that you can review your progress and check your understanding of key content.

Schools are also funded so that they can release your mentors for training across the programme.

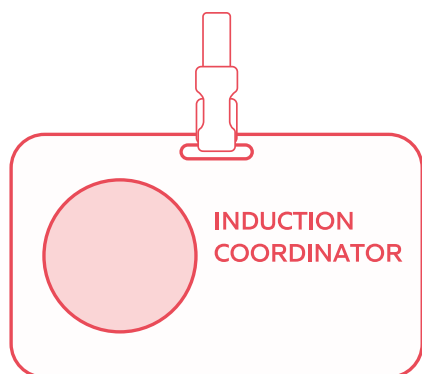
### How will Ambition Institute keep me informed?

- > The online Steplab platform will remind you of your key tasks each week on the homepage.
- > Look out for the fortnightly ECT bulletin via email. This is designed to be a bite-sized way of providing top tips around developing your teacher expertise alongside information about the programme.
- > If in doubt, ask your induction coordinator, or contact Ambition Institute at [ectsupport@ambition.org.uk](mailto:ectsupport@ambition.org.uk)

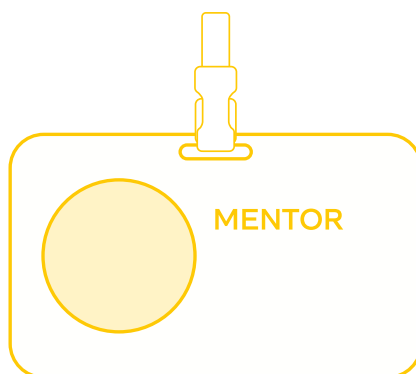


### What are the other roles on the programme?

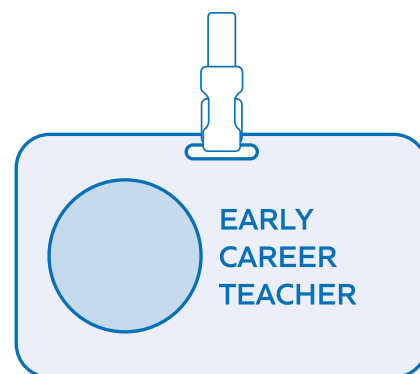
To support you with your two-year training entitlement, you will have the support of an in-school mentor and an induction coordinator. (Note: In exceptional circumstances the mentor/induction coordinator may be the same member of staff). An outline of what is expected from each role is shown below:



They are responsible for ensuring that the ECT programme is implemented effectively across the school. They are the main point of contact for the programme. Key to this role is supporting and protecting the new statutory entitlements of early career teachers and their mentors in line with the [early career framework reforms](#) and [statutory guidance](#). The induction coordinator will be responsible for monitoring engagement with the programme and liaising with the school's delivery partner.



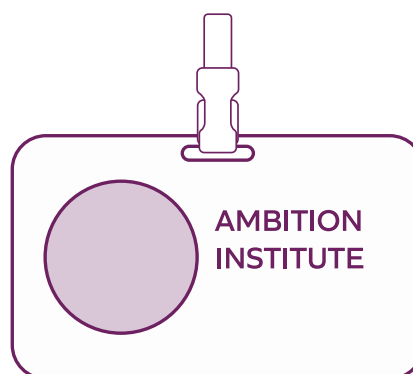
Each early career teacher has a mentor to support their development. Mentors are key in supporting you to understand how the content in your self study links to your own practice.



Early career teachers (you!) are the main audience for this programme. You are responsible for learning and practising applying the programme content.



A delivery partner is a Teaching School Hub, Academy Trust or Local Authority responsible for delivering the Early Career Teachers programme to a group of schools. Each delivery partner has a team of experienced school leaders and teacher educators who facilitate live professional development sessions (clinics and conferences). Delivery partners are responsible for holding schools to account for providing the necessary time for mentors and teachers to engage with the programme, as well as monitoring attendance and engagement.



Ambition Institute is a national education charity. We help schools tackling educational disadvantage to keep getting better and help their teachers and school leaders to become more expert over time.

We are responsible for the design and production of all training materials and study content on the Early Career Teachers programme, drawing on the best available evidence about effective practice.

We work with Steplab, a professional learning platform for teachers, teacher educators and school leaders to help mentors and ECTs achieve impactful and lasting changes to classroom practice.

### How is the programme organised?

The early career framework includes a substantial amount of content. Ambition Institute's Early Career Teachers programme has been designed to make this content manageable, and to support you to embed what you have learned into your classroom practice.

#### Strands

The programme is composed of three strands. A strand is the sequenced content that you will work through with your mentor over a term.

Each strand has a core focus: Behaviour, Instruction, or Subject. It might be more helpful to think of these strand names as being mainly Behaviour, mainly Instruction and mainly Subject as each strand includes relevant aspects of other strands as well as important ideas and practice about teacher self-regulation.

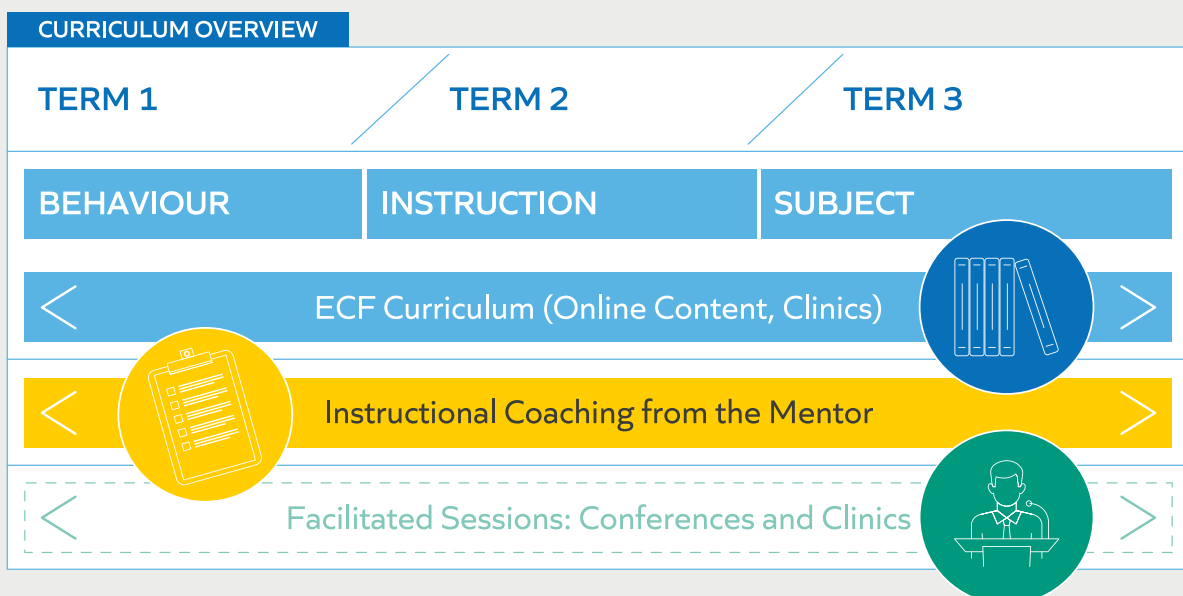
#### Modules

Each strand is divided into modules. These modules revisit

key ideas several times to strengthen learning. Each module is comprised of:

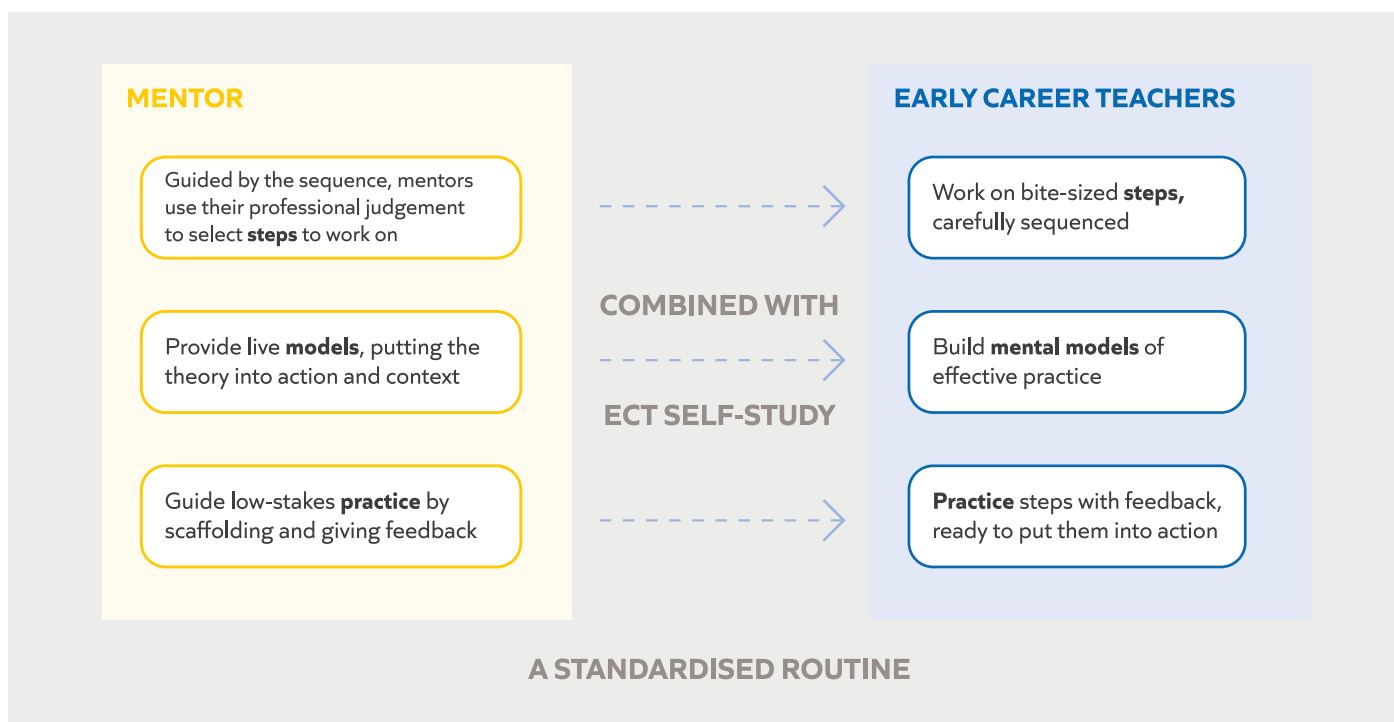
- > An evidence summary which provides you and your mentor with a concise overview of the research relating to the module
- > A quiz and reflection which enables teachers to consider the evidence in light of their knowledge and experiences
- > A video which shows what the key ideas look like in practice

Only when combined with **instructional coaching and the facilitated clinics and conferences**, 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 instructional coaching sessions. The facilitated sessions can cover both types of statement.



### What are the key features of instructional coaching?

Instructional coaching is a cycle of observation, practice and feedback. The key features of instructional coaching are the use of bite-sized steps, live models and low-stakes practice and feedback.



### What will I learn and master over the two years?

Early career teachers are entitled to learn all of the content from the early career framework over the course of their two-year induction period. It is important to remember that this is not a tick-box exercise but involves gradually mastering the statements from within the framework. The content is divided into three strands ('Behaviour', 'Instruction' and 'Subject'), each designed to be completed over the course of a term.

#### Contextualising the content

Ambition Institute's Early career teachers programme is used by teachers in all phases and subjects. The programme is designed to support you to consider how that content relates to your own phase and subject specific practice. In each self-study module, you'll notice we identify key ideas - you should focus on these when considering how the content relates to your own classroom practice since they are relevant regardless of context. In your instructional coaching sessions, your mentor will further support you to contextualise the programme content. The facilitated conferences and clinics further will complement and deepen this learning.

### What do I need to do each week?

Engage with the self-study module for the week by:

- Watching a video that zooms into an aspect of the ECF, unpacks some of the key ideas around it, and shows you what it looks like in practice. (10 minutes)
- Reading an evidence summary which looks deeper into the evidence around the same area of the ECF. Reading is an effective way to dig deeper into the evidence and think about what this might mean for your practice. (15 minutes)
- Checking your understanding using a quiz or task and reflecting on your current practice. The quizzes provided are 'low stakes' - your performance on them won't be used to assess you in any way. They are intended to help you check if you've understood key ideas from the reading and should help to clarify misconceptions that you might have. You can use them to strategically re-read, to reflect, or simply to consider questions you might want to pick up with your mentor. (15 minutes)

In year 1, you will be expected to engage with these modules on a weekly basis. In year 2 you will choose a minimum of 5 hours' worth of study across the year.

**Behaviour strand**

Week	Study and coaching (weekly)	Facilitated sessions
1	<b>B1 Strand fundamentals and re-contracting</b> Introduces foundational elements of behaviour and supports teachers and mentors to set up effective ways of working.	<b>Half term 1</b>  <u>Launch conference</u> Provides you with an overview of the science of learning and habits of planning.  <u>Programme induction</u> Explains the programme and the ECF and introduces you to aspects of self-regulation.
2	<b>B2 Routines</b> Explores effective routines, the role of classroom environment and its connection learning.	
3	<b>B3 Instructions</b> Shares role of high-quality instructions and how to plan and reinforce them.	
4	<b>B4 Directing attention</b> Examines monitoring and reinforcing expectations with praise, voice and movement(s).	
5	<b>B5 Low-level disruption</b> Focuses on managing low-level disruption to learning and how to maintain a positive environment.	
6	<b>B6 Consistency</b> Explores how teacher consistency builds a positive learning environment.	<b>Half term 2</b>  <u>Clinic 1</u> Using routines to manage behaviour
7	<b>B7 Positive learning environment</b> Focuses on the classroom culture required for pupils to learn effectively	
8	<b>B8 Making learning manageable</b> Shares the link between success, behaviour and grain size.	
9	<b>B9 Challenge</b> Explores the role challenge plays in pupil behaviour.	
10	<b>B10 Independent practice</b> Considers the link between successful independent practice and expectations, routines and feedback.	
11	<b>B11 Pairs and groups</b> Focuses on how to make paired and group work successful through expectations, routines and culture.	
12	<b>B12 Upholding high expectations</b> Examines how to continually reinforce established foundations.	

## Instruction strand

Week	Study and coaching (weekly)	Training
1	<b>I1 Strand fundamentals and re-contracting</b> Introduces foundational elements of instruction and supports teachers and mentors to set up effective ways of working.	<b>Half-term 3</b> <a href="#">Conference 2</a> Responsive Teaching
2	<b>I2 Identifying learning content</b> Focuses on identifying essential concepts and considering their role in planning and assessment.	
3	<b>I3 Instruction for memory</b> Considers how teaching can support lasting change in pupils.	
4	<b>I4 Prior knowledge</b> Examines the implications prior knowledge and misconceptions have on instruction.	
5	<b>I5 Teacher exposition</b> Explores the challenge(s) when introducing new information and how modelling, explanations and scaffolds can help.	
6	<b>I6 Adapting teaching</b> Focuses on how effective instruction requires adapting teaching to support and challenge all pupils.	
7	<b>I7 Practice, challenge and success</b> Examines what constitutes purposeful practice and how practice is an integral part of effective teaching.	
8	<b>I8 Explicit teaching</b> Explores explicit teaching across a lesson/unit of learning.	<b>Half-term 4</b> <a href="#">Clinic 2</a> Giving whole class verbal feedback
9	<b>I9 Scaffolding</b> Focuses on how scaffolds and worked examples can help pupils and how to gradually remove them.	
10	<b>I10 Questioning</b> Looks at how effective questions can deepen and extend pupil thinking.	
11	<b>I11 Classroom talk</b> Explores how classroom talk can help to develop pupils' mental models.	
12	<b>I12 Feedback</b> Examines the link between teacher questions, feedback for pupils and responsive instruction.	

## Subject strand

Week	Study and coaching (weekly)	Training
1	<b>S1 Strand fundamentals and re-contracting</b> Introduces foundational elements of subject and supports teachers and mentors to set up effective ways of working.	<b>Half-term 5</b> We suggest not having clinics or conferences in this half term due to exams and existing pressures within schools at this time of year.
2	<b>S2 Planning backwards from learning goals</b> Focuses on the importance of subject excellence and starting with what teachers want pupils to learn.	
3	<b>S3 Types of knowledge</b> Looks at the differing nature of subjects, the importance of mental models, knowledge and identifying core knowledge within subjects.	
4	<b>S4 Gaps and misconceptions</b> Explores the need to identify and respond to gaps in pupil knowledge and pupil misconceptions.	
5	<b>S5 Acquisition before application</b> Explores the role secure relevant knowledge can play prior to application and how to build and check for high success rates	
6	<b>S6 Promoting deep learning</b> Focuses on ensuring deep, hard thinking about key ideas that develops pupil mental models and flexible knowledge.	
7	<b>S7 Developing pupils' literacy</b> Explores the varying nature of literacy across and within subjects/phases and the important role of vocabulary, comprehension and oral literacy.	
8	<b>S8 Sharing academic expectations</b> Examines the links between challenging academic expectations, purposeful planning and breaking down and modelling content.	<b>Half-term 6</b> <u>Clinic 3</u> Giving effective praise
9	<b>S9 Assessing for formative purposes</b> Examines the link between learning goals, formative and summative assessments.	
10	<b>S10 Examining pupils' responses</b> Looks at drawing inferences, identifying misconceptions and getting pupils to elaborate as part of formative assessments.	
11	<b>S11 Adapting lessons to meet pupil needs</b> Explores the ways formative assessments can provide inferences to adapt teaching to meet the needs of their pupils.	
12	<b>S12 Feedback</b> Focuses on aspects of effective feedback so that pupils can put it into action to improve their understanding.	

## How is year 2 of the programme different?

The early career framework entitles you to two years of training and support. Year 2 of Ambition Institute's Early Career Teachers programme has been designed to enable you to take increased responsibility for your professional development and so provides a less frequent and more flexible curriculum.

- > You and your mentor are both entitled to a reduction in timetabled time (5% for ECTs off their weekly timetable, 20 hours over the year for mentors). This is fully funded by the DfE.
- > Coaching should follow a fortnightly rhythm
- > You have a minimum of five hours of self-study time across the year. This equates to around 15 minutes per fortnight but can be distributed according to your needs and should be agreed with your mentor.
- > A diagnostic tool introduced in your second year will help you and your mentor to identify possible areas of the self-study content which you may want to revisit.
- > If you haven't completed all the self-study modules in year 1, you are expected to complete them in year 2 (the time for this is counted in year one, so this time would be additional to the five hours minimum for year 2 self-study).
- > Once you have completed all the modules from year 1, you will spend the self-study time revisiting and deepening understanding of specific modules from year 1 based on your needs. This might be through revisiting the video content or exploring the further reading linked to each module.
- > Once you have completed all of the self-study content and revisited the necessary modules; there is a termly stretch module. There will be six of these released and they will cover elements of all three strands, the first will be released at the beginning of November. It is advised that you speak to your mentor prior to engaging with this content to ensure that this is appropriate for you.

What?	When in year 2?
Teacher self-study and instructional coaching	
Self-study modules which haven't been covered in year 1 need to be completed. A minimum of 5 hours worth of time also needs to be spent revisiting modules which are linked to areas of development identified by you and your mentor. Instructional coaching follows the same format.	Across the whole of year 2 (minimum of five hours' worth of self-study time) Fortnightly instructional coaching
Teacher conference 3	
Face-to-face. Full day (6 hours of content plus breaks). Supports you to continue to build effective habits around your own wellbeing. Introduces you to a framework for implementing change effectively in your classrooms and beyond.	First half term of autumn term
Teacher clinics 4 – 6	
Online workshops. 1 hour. Clinic 4 covers questioning and pupil responses. Clinic 5 revisits ideas about implementing change from conference 3. Clinic 6 supports ECTs to teach vocabulary effectively.	Clinic 4: second half term of autumn term Clinic 5: spring term Clinic 6: summer term

## Appendix 1: Glossary of key terms

Key term	Definition
Early career framework	Department for Education (DfE) published framework of standards to help early career teachers succeed at the start of their careers.
Early Career Teachers programme	Programme run by Ambition Institute, funded by the DfE to deliver the Early Career Framework in schools.
Early Career Teachers mentor training programme	Programme run by Ambition Institute, funded by the DfE to deliver the Early Career Framework in schools – this is the provision for mentors of Early Career Teachers and complements the Early Career Teachers programme
Early career teacher (ECT)	A teacher 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).
Mentor	You! The teacher responsible for the support and development of one or more Early Career Teachers.  One of the key responsibilities of mentors on Ambition Institute's programme is to be an instructional coach – by running instructional coaching sessions with your ECT.
Delivery partner	Organisations working with Ambition Institute to help deliver the programme locally. 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.
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 Early Career Teachers programme at a school level.
Ambition coach	Representative from Ambition Institute appointed to deliver coaching on coaching for mentors and/or oversee the quality assurance of visiting fellow facilitation.
Conference	Full-day event (6 hours)
Orientation	An asynchronous, online introduction to the programme. This takes place before the first conference. Mentors and ECTs will each complete a separate orientation.  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.
Teacher clinic	Facilitated sessions which support early career teachers to understand elements of the early career framework that cannot be easily covered via instructional coaching.
Mentor clinic	Facilitated sessions which support mentors with their instructional coaching of early career teachers throughout the programme.
Coaching on coaching	A one-to-one session between a mentor and an expert coach offering bespoke feedback and guidance to develop their instructional coaching practice.

## Appendix 2: Steplab coaching prompt

You may wish to use this during an instructional coaching meeting to remind you of the stages of the meeting.

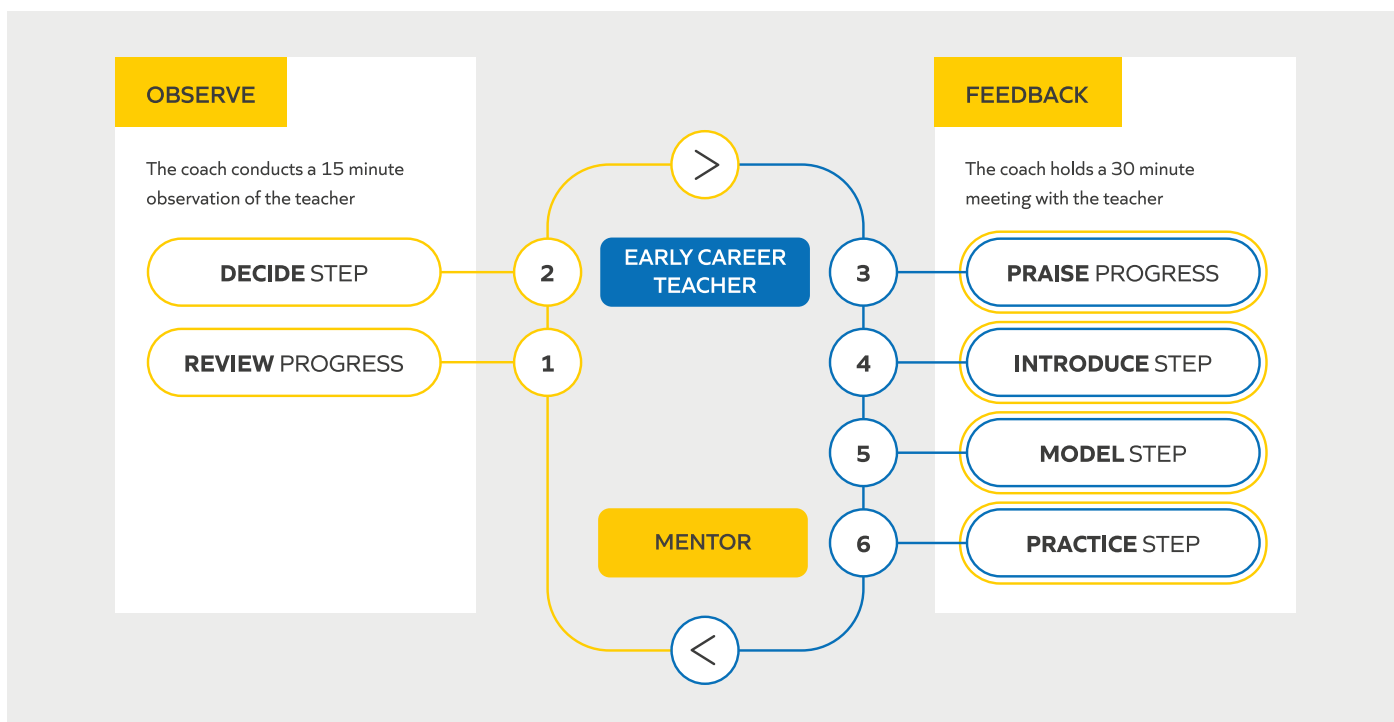
The **'Observe'** phase involves your mentor carrying out a non-judgemental 10-15-minute observation of your teaching. This should take place live, but if necessary, can involve video footage.

Before the instructional coaching meeting, your mentor will use this observation to:

- > Review your last step
- > Select the current week's step

The **'Feedback'** stage is the meeting with your mentor who will share and model the new step and support you to practise. If possible, this phase should take place in your classroom; you and/or your mentor will need to have access to Steplab (on a computer, laptop, tablet or smartphone). In this meeting, you will:

- > **Review your progress** towards the last step
- > **Review a model provided by your mentor and** analyse the difference between the new step and your current classroom practice.
- > **Deliberately practise** the step.
- > You will **receive feedback** so that you can re-practise and improve the step.
- > Work with your mentor to identify when you will try the step out.



**Note:** the brief feedback meeting sits within the longer weekly mentor meeting, leaving time for mentors to provide other support, such as managing workload or using school systems.

## Appendix 3: Myths about the early career framework

**ECTs and mentors need to collate evidence to pass the early career framework.**

**FALSE.**

The early career framework is not an assessment tool and there is no requirement to collect evidence. Instead, ECTs and mentors should think of it as **a curriculum of research-informed content that ECTs are working to master** over the first few years of their careers.

**The content in the early career framework is easy – most teachers will know this from their training.**

**FALSE.**

Whilst ECTs will have encountered much of the content as part of their training, the statements in the framework are not a list to be ticked off. Our own experience as teachers (and research into teacher development) tells us that **mastering key elements of teaching such as formative assessment, modelling and scaffolding takes time and practice** as well as careful thought and reflection.

**There is no time for ECTs and mentors to engage in the content from the early career framework because workload is too great.**

**FALSE.**

The Department for Education has funded schools to provide the time to engage in the content. This includes a timetabled reduction in time for ECTs. All schools signing up to Ambition Institute's Early Career Teachers programme understand that mentors are expected to have an hour per week set aside to work with their ECT.

## Appendix 4: Online platforms (Steplab & My Ambition)

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

[Log into My Ambition with the details you have created by clicking this link.](#)

### What is Steplab ?

Steplab is our online professional learning and coaching platform, designed specifically to help teachers develop by drawing on the best available evidence about how teachers learn. Steplab houses all the online content for ECTs and mentors. It also scaffolds your instructional coaching sessions with your mentor.

### How does Steplab support you?

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

### Support with Steplab

Both ECTs and mentors will be able to access Steplab when they have completed their onboarding form on My Ambition. At any point during the year, you can access 'how to' guides within the support section of Steplab.

During the Autumn term, Ambition Institute will run additional online sessions to support mentors and teachers in using Steplab. The dates and times of these sessions will be communicated via the fortnightly email bulletin.

## Steplab, My Ambition and Zoom: troubleshooting and frequently asked questions

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

You can reset your My Ambition password from the My Ambition login page which can be accessed by [clicking here](#).

- > 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.

### When will the mentor induction sessions (mentor conference 1) take place?

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 start being delivered in September if you are due to start the programme in September.

If you are just to start the programme in January or April, it is likely your first conference will take place in the first few weeks of term.

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).

### Why am I not receiving any emails from Ambition?

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 domains for the email addresses are:

@salesforce.com (including email address 'noreply@salesforce.com')

@ambition.org.uk

@steplab.co

@steplab.co.uk