

ECT Induction Handbook

Revised for September 2025

Information to support those accessing the Early Career Teacher Entitlement supported by the Northern Lights Teaching School Hub Appropriate Body Service.

**Main Updates for 2025/26**

Reduced Induction Process (Page 7 and Appendix 2)

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# Introduction

It is a pleasure to welcome you to the Northern Lights Teaching School Hub. We have been established to follow the Department of Education (DfE) strategy which is dedicated to supporting teachers throughout their teaching career and as part of our remit, will help and support those engaged in Initial Teacher Training and Early Career Framework (ITTECF) across our region of Sunderland, Gateshead and South Tyneside and beyond.

The role of the Northern Lights Teaching School Hub is to oversee and take an active role in ensuring that the quality and delivery of the ITTECF meets the Department for Education expectations and all ECTs receive their full ITTECF and Induction entitlements. Northern Lights Teaching School Hub will also provide further formal support as an Appropriate Body.

# The Initial Teacher Training and Early Career Framework

The ITTECF sets out the entitlement of every trainee and early career teacher (ECT) to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge and understanding within their two-year induction\*. The ITTECF remains designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase. For further information you can access the full document here: [Initial Teacher Training and Early Career Framework](https://assets.publishing.service.gov.uk/media/661d24ac08c3be25cfbd3e61/Initial_Teacher_Training_and_Early_Career_Framework.pdf).

*\*based on a full-time ECT. The length of induction will differ for part time ECTs.*

# Key information

**Appropriate Body:** Northern Lights Teaching School Hub (<https://northernlightstsh.co.uk/>)

**Email:** [appropriatebody@nllt.co.uk](mailto:appropriatebody@nllt.co.uk)

**Telephone:** 0191 9336771

**Appropriate Body Lead:** Zoe Thompson [tshleader@nllt.co.uk](mailto:tshleader@nllt.co.uk)

**Appropriate Body Named Contact:** Carole Bradley [carole.bradley@nllt.co.uk](mailto:carole.bradley@nllt.co.uk)

**ECT Manager website:** [**https://northernlights.ectmanager.com/login.aspx?ReturnUrl=%2fManagement%2fDefault.aspx**](https://northernlights.ectmanager.com/login.aspx?ReturnUrl=%2fManagement%2fDefault.aspx)

# Roles to Support Induction

Information regarding key roles to support induction can be found here: [Induction for early career teachers (England)](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers__England_.pdf)

The Headteacher, the Induction Tutor, the Mentor, the Early Career Teacher (ECT) and the Appropriate Body have key responsibilities to support induction and it is important that all staff supporting ECTs within induction understand each of these roles.

# Working with Northern Lights Appropriate Body

As an Appropriate Body, Northern Lights have statutory responsibilities to support induction. Below is an overview of the two-year induction and a timeline of support that you will receive:

A schedule of an introduction

AI-generated content may be incorrect.

# Quality Assurance

Northern Lights will conduct Quality Assurance checks across the year.

This will comprise of:

* A light touch check-in (completed virtually) – all schools within term 1.
* A school visit (Face-to-Face). A sample of schools are selected each year using the following criteria (this list is not exhaustive):
* The school is new to the NLTSH Appropriate Body Service
* A change in induction tutor
* An ECT is identified as being ‘At Risk’
* A school has not been visited within a 3-year period
* Schools who require fidelity checking (those who are using DfE accredited materials to deliver their own programme or to design and deliver their own ECF-based programme – school-led)
* Moderating Progress Reviews (Terms 1, 2, 4, 5) submitted on ECT Manager\*
  + - A progress review asks induction tutors to make a judgement and choose the best option for the ECT against each of the teacher standards. There is also an opportunity for induction tutors to write a paragraph to add any additional evidence that they feel is relevant. The ECT will review this and add their comments before a final check by the induction tutor who will then submit the progress review.
    - If an ECT is identified as on track by their induction tutor, the progress review is automatically reviewed. These are then moderated by the team to ensure that they meet the expectation.
    - If an ECT is identified as not on track by their induction tutor, a member of the AB team will manually review this and offer further guidance and support.
* Reviewing Assessments (Terms 3 + 6) submitted on ECT Manager\*
  + - An Assessment takes place at the end of Year 1 and Year 2 of Induction. Induction tutors report on progress made within the year, making comments on each of the teacher standards and reviewing progress and impact made. The ECT will review this and add comments before a final check by both the Headteacher and Induction Tutor who will then submit the assessment. These are individually reviewed by the AB Team.
* Interim Assessments (at any time during induction) submitted on ECT Manager\*
  + - If an ECT leaves at any point during the academic year and before the end of their induction, an interim assessment will need to be completed. This is regardless of how many days are served within the term. The ECT will review this and add their own comments before a final check by both the Headteacher and the Induction Tutor who will then submit the assessment.
* ECT at Risk Visit (see ECT at Risk section)
* Reduced Induction Visit (see Reduced Induction Section)

There may be times where the Appropriate Body may request further evidence or ask for changes to be made to a progress review or assessment. If this is the case, the Induction Tutor will be contacted to explain the reason for this and offer any additional support required.

*\*ECT Manager – online dashboard. The Headteacher, Induction Tutor and ECT will receive a login to this system. All progress reviews and assessments will be submitted here. It is the responsibility of the Induction Tutor to ensure that all details on ECT Manager are correct and any changes are updated.*

# ECT at Risk

During the induction period, a school may identify that an ECT requires additional support. Without the additional support in place, the ECT may be at risk of failing their induction. A support plan will identify key targets for the ECT and additional support will be given by the school as appropriate. (See appendix 1)

The Appropriate Body will support ECTs by addressing issues when they arise and work with schools and school leaders to ensure ECTs receive their full entitlements as per the Induction and ECF expectations.

The Appropriate Body will also act as a mediator and offer confidential support to any ECT requiring intervention support. For this reason, the Appropriate Body will provide every ECT a Named Contact to liaise with.

If an ECT is at Risk, it is the responsibility of the Induction Tutor or headteacher to inform the Appropriate Body immediately.

**Email:** [appropriatebody@nllt.co.uk](mailto:appropriatebody@nllt.co.uk)

# Requests for a Reduced Induction

It takes time to develop the skills needed for a successful career in teaching which is why all ECTs are entitled to a two-year induction programme. The default expectation should be that all ECTs complete a full two-year induction, not only to allow them time to demonstrate that they have met the Teachers’ Standards, but also to allow them to benefit from training, study and mentoring and to have time to apply this to their teaching practice and develop their skills without the pressures of a full timetable.

As set out in the statutory induction guidance, in exceptional individual cases, a headteacher or ECT might request a reduced induction period on the basis that the ECT has **significant experience** of teaching whole classes to the Teachers’ Standards. As reductions should normally only be considered on the basis of significant prior teaching experience it is recommended that in most cases **the length by which induction is to be reduced is to be agreed ahead of the ECT commencing their induction** period so that the relevant prior experience is taken into account in planning the period of induction that remains to be served. The agreed reduced induction period is expected to enable the ECT to focus on any specific areas they need to develop or practise to demonstrate that they fully meet the Teachers’ Standards. Appropriate bodies can reduce the length of the induction period to a minimum of one term at their discretion. In making this decision, the appropriate body should consult the headteacher (in particular as to whether the ECT is meeting the Teachers’ Standards) and must always gain the agreement of the ECT. (See Appendix 2 for further detail).

**Part time ECTs**

The default expectation is that part time ECTs should serve a full induction equivalent to two years pro rata in order to benefit from training, mentoring and to have time to apply what they learned to their teaching practice and develop their skills without the pressures of a full timetable.

However, appropriate bodies have the ability to use their discretion in deciding whether it is appropriate to reduce the induction period for ECTs who are completing induction on a part time basis. Except for part time ECTs that have already qualified for a reduced induction (for example based on significant prior teaching experience), the appropriate body, dependent on the case, may only want to consider granting a reduction and bringing forward the final assessment point once the ECT has been employed as an ECT for a total of two school years (even though, as part time ECTs working pro rata, they will not have served the equivalent of two years of induction by that point). The appropriate body must be satisfied that the ECT has met the Teachers’ Standards.

For example, an ECT starting induction in September 2024 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2028, but once sufficient evidence has been gathered that the ECT’s performance against the Teachers’ Standards is satisfactory they can be considered for a reduction from summer term 2026. A prerequisite for considering reduction from the two-year point will be that the ECT is considered to be meeting the Teachers’ Standards. In making this decision, the appropriate body should consult the headteacher and must always gain the agreement of the ECT concerned.

# Extension to Induction

An ECT may require an extension to their induction for one of the following reasons:

* Due to absence (more than 29 days in either year 1 or 2 of induction)\*
* Due to not meeting the Teacher Standards at the end of term 6 (Induction Tutors must have a robust evidence trail to support this and the Appropriate Body must be informed via the ECT at Risk procedure (see appendix 1)

*\*clarity regarding types of absence that should be reported can be found in paragraph 3.7 in the below document.*

Full guidance can be found here: [Induction for early career teachers (England)](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers__England_.pdf) – Sections 3 + 4 – Special Circumstances relating to both reduced induction and extensions to induction.

# Costings

|  |  |  |
| --- | --- | --- |
| **APPROPRIATE BODY SERVICES** | **ANNUAL COST** | **WHAT’S INCLUDED** |
| DfE funded ECF Induction Programme otherwise known as the Early Career Teacher Entitlement (ECTE) - **Provider-Led** | £225 per ECT | * DfE fully funded provider-led programme with Full Appropriate Body Support Services, support, advice and guidance Refer to previous pages for detail. |
| Using DfE accredited materials to deliver ECF training with AB services  **School-Led (option 1)** | £525 per school plus £225 per ECT. | * Fidelity check before the start of the induction period by the AB * AB registration * Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period * Additional observation(s)/quality assurance of ECF core induction programme throughout the two years * Additional support for ECTs not meeting Teacher/Induction Standards. |
| School Designed and delivered with fidelity to the ITTECF with AB services  **School-Led (Option 2)** | £1,050 per school plus £225 per ECT | * AB registration * Fidelity check before the start of the induction period by the   AB CHECKS TO ENSURE:   * ECTs and Mentors receive a programme of support and training based on the ECF induction programme * The induction’s design covers the evidence-based statements in the ECF * ECTs have received planned elements of the induction * Checks to ensure the materials and sessions are in line with the statutory guidance for induction and meet the ECF standards * Ensure ECTs fairly and regularly assessed through collection of monitoring reports and formal assessment points at the end of year 1 and 2 of induction and at interim points * Additional observation(s)/quality assurance of ECF school-designed programme throughout the two years Schools to provide detailed breakdown of the programme for years 1 and 2 showing how the ECF statements are sequenced for the induction period year   NOTE: ABs will be expected to check in a greater level of detail where schools have opted to design their own school-based programme due to the greater risk that a school-based induction could diverge from the ECF when DfE accredited materials are not used as the basis for an induction programme. |
| Reduced Induction procedures | £100 per reduced induction in addition to the yearly cost for the ECT. | * AB leads to support school with process to formulate specified evidence. * AB leads to conduct a school visit to review evidence and make a final decision around reduced induction.   Please see the [reduction to induction policy in appendix 2](#_Appendix_2_–). |

# Useful Documents and Information

Helpful and important documents can be easily found and accessed via web searches. The main documents, regularly updated, are located on the gov.uk website:

* [Induction for early career teachers (England)](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers__England_.pdf)
* [Appropriate bodies guidance: induction and the early career framework (publishing.service.gov.uk)](https://www.gov.uk/government/publications/appropriate-bodies-guidance-induction-and-the-early-career-framework)

# Appendix 1 – ECT at Risk Procedure

*The following procedure outlines both the responsibility of the school and the Appropriate Body for an ECT who as at risk of not passing the 2-year induction.*

**Step 1 (School):** School have identified that an ECT is at Risk. The ECT will require additional support. School must inform the Appropriate Body, at the earliest opportunity, via one of the following:

* Email / telephone call to the Appropriate Body
* Identified in Progress Review – ECT will be identified as “not on track”
* During Light Touch meeting with Appropriate Body (during term 1)
* During Induction tutor update webinar (Spring1 and Summer1)

**Step 2 (School):** Induction tutor to complete ‘ECT at Risk’ Form (available on ECT Manager) and a support plan\* for the ECT. Both documents should be uploaded to the documents section on ECT Manager. *\*You can request support when writing your support plan, if required. Template available on ECT Manager.*

1. Clearly identify the areas of weakness
2. SMART targets should be set and agreed; aligned to the areas for development
3. The targets have been set to guide the ECT towards satisfactory performance against the Teachers’ Standards
4. Detail additional monitoring and support to be put in place
5. A support plan should typically last for a minimum of 4-6 weeks
6. Weekly meetings with the induction tutor should take place to discuss progress against the targets set (in addition to the normal mentor meetings)
7. A mid-term meeting and end of term meeting should formally review progress, using evidence to do so
8. All meetings should be recorded and a written record provided to both parties as well as being uploaded to ECT Manager
9. The ECT may wish to bring their union rep to any meetings taking place, if necessary
10. Mentoring should continue, focusing on the areas for development

**Step 3 (Appropriate Body):** Review ECT at Risk form and support plan. Arrange an initial meeting with the Induction Tutor to discuss ECT progress so far and the support plan.

**Step 4 (School):** Induction Tutor shares support plan with ECT and uploads a signed copy to the documents section on ECT Manager. It is important that the ECT is made aware of where they need to improve their practice and given every opportunity to raise their performance.

**Step 5 (Appropriate Body):** Once the Induction Tutor has shared the support plan with the ECT, the Appropriate Body will arrange a virtual check in with the ECT to discuss the role of the AB, the support plan and the process.

**Step 6 (Appropriate Body):** School Visit is planned with Induction Tutor (after first review of the support plan has taken place)

**Step 7 (Appropriate Body):** School Visit Review document shared with Induction Tutor and ECT via ECT Manager highlighting any actions / next steps as a result of the visit.

**Step 8 (School):** Induction tutor to contact AB if there are any significant concerns / further support required / if the ECT does not make progress against the support plan.

**Step 9 (Appropriate Body):** Contact the Induction tutor at regular intervals during the period of time a support plan is in place for updates on progress.

If the ECT’s progress is still unsatisfactory in subsequent progress reviews following the first assessment point, induction tutors should continue to deliver progress reviews on ECT Manager, including reviewing and revising the ECT’s objectives and support plan, linking these with the Teachers’ Standards and sharing with the ECT, headteacher and appropriate body.

Where there are still concerns about the ECT’s progress between formal assessment one and two the induction tutor should explain to the ECT the consequences of failure to complete the induction period satisfactorily and discuss fully with the ECT.

**Formal Capability**

In a few particularly serious cases it may be necessary to instigate capability procedures at a stage before the end of the induction period, which may lead to dismissal before the end of the induction period. If this is the case, for as long as the ECT remains at the institution the induction process must continue in parallel with the capability procedure. The appropriate body should be informed and school / Trust HR procedures should be followed.

Dismissal on the grounds of capability before the end of the induction period does not prevent the ECT from completing induction at another institution, as all ECTs must complete a full induction period before they can be judged to have failed induction.

If you require further support and guidance, please do not hesitate to contact Zoe or Sarah at **appropriatebody@nllt.co.uk** .

# Appendix 2 – Reduced Induction Guidance

**REDUCED INDUCTION PERIOD POLICY**

[Induction for early career teachers (England)](https://assets.publishing.service.gov.uk/media/680a0c3e6d6ac02ee99d8437/Induction_for_early_career_teachers__England_.pdf) – Paragraphs 3.2-3.5

Regulation 3.2 provides for the induction period to be reduced to a minimum of one term where **special circumstances apply.** This means that the induction periodcould also be incrementally reduced to a minimum of one term (i.e 1.5 terms, 2 terms or 2.5 terms) as deemed appropriate.

Reducing the induction period must be agreed with the Appropriate Body (AB) **in advance** so that relevant and appropriate QA checks can be undertaken. The AB will not normally agree to any retrospective reduction of the induction period.

A request to reduce the induction period must be received in writing by the AB via the request form located on ECT Manager. This may be:

* following appointment of the teacher who has not yet completed induction but would appear eligible for consideration under paragraphs 3.2 – 3.4.
* or as soon as the school has evidence and feels confident that special circumstances apply within the first half term of induction at you school / setting.

**Any request must be endorsed by the ECT.**

In deciding about whether special circumstances apply, and allowing a reduction of the induction period, the AB will take account of advice and evidence from the employing school. **The AB will undertake a QA visit to assess the appropriateness of reducing the induction period, with a view to ensuring the likelihood of successful completion**. This will take place within the first half term of an ECT beginning their induction.

Prior to the visit, the following documentary evidence should be uploaded to ECT Manager:

* Previous performance management documentation or record for last year of contracted employment
* Application form showing previous teaching experience with dates
* Supporting statement from employing school based on observation(s) and any other evidence of ECT’s competence in relation to the Teachers’ Standards
* Evidence from ECT of meeting the Teachers’ Standards
* Evidence of two most recent lesson observations of ECT
* Statement of agreement from ECT

Where the AB applies discretion to reduce the induction period, the school must provide the full range of ECT entitlements for the duration of the induction period including:

* Reduced teaching timetable of 90%
* Allocated Mentor and regular timetabled mentor meeting
* Access to an Early Career Framework (ECF) training programme and any other internal CPD that the ECT requires
* The ECT is observed at regular intervals
* The ECT has opportunity to observe other teachers

If at the end of the reduced induction period the school’s recommendation is that the ECT has not successfully met the Standards, the AB will then follow the induction process in the normal way (see paras 2.6 – 2.68). The AB will decide whether the ECT:

* Has achieved the relevant Standards and thereby satisfactorily completed their induction period;
* Requires an extension of the induction period; or
* Has failed to complete satisfactorily the induction period.

**Guidance for considering a reduction of the induction period:**

The teacher **should already have significant teaching experience** (3.3):

For example

Prior experience as a teacher in:

* An independent school
* An Academy or Free School
* An FE institution
* A British School overseas
* Any other institution where induction may be served (2.1)

And/or

Prior experience as:

* An unqualified teacher/instructor
* A teacher in a school where induction cannot normally be served
* A teacher in an overseas school

And/or

Prior experience in a school which has provided:

* **Recent** teaching experience (ie within last 5 years) and in the same phase/age range
* **Relevant** teaching experience (ie similar subject & where relevant knowledge and understanding of syllabus/curriculum etc)
* **Continuous** contracted employment of not less than 3 terms normally undertaken at the same school
* An appropriate working and teaching environment (ie a school which has not been deemed as unsuitable to host induction through Special Measures)
* Performance management processes which can evidence experience and competence