



ECT at Risk Guidance 2025-2026



Statement of Purpose

The Appropriate Body (AB) service acts as the statutory body responsible for ensuring that all Early Career Teachers (ECTs) receive a high-quality induction in line with the **Department for Education's Induction Guidance**. The AB provides quality assurance, support, and oversight to ensure that induction arrangements in schools are **fair, consistent, and compliant** with national standards.

AB role – what do we do?

- **Oversee and quality assure** the statutory induction process for all ECTs.
- **Ensure schools fulfil their statutory responsibilities** in supporting, monitoring, and assessing ECTs.
- **Support schools and mentors** to provide effective, evidence-informed induction programmes that align with the Early Career Framework.
- **Verify assessment outcomes** and make the final decision as to whether an ECT has met the **Teachers' Standards** by the end of their induction period.
- **Provide professional guidance and support** to schools where concerns arise regarding ECT progress or induction arrangements.
- **Promote consistency and equity** across all partner schools by moderating judgments, sampling evidence, and offering feedback on practice.

Important Induction Guidance



Induction for early career teachers (England)

Statutory guidance for appropriate bodies, headteachers, school staff and governing bodies

April 2025



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)



Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1. Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2. Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study

3. Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic, synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4. Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5. Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6. Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback

7. Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8. Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>



I have an ECT at Risk of failing
induction – what do I do?

Key documents – found on ECT Manager



- Guidance for Induction Tutors – making the decision
- ECT at Risk form
- Support Plan example template
- Support Plan End Declaration

Guidance for Induction Tutors

- Making the decision is difficult. There are many factors which need to be considered:
 - Is the ECT new to the school?
 - Was the ECT's induction to the school robust?
 - Is the ECT receiving their additional time / mentor support?
 - Is the Mentor following the Instructional Coaching model with fidelity, contextualising where appropriate?
 - Has the ECT been given the opportunity to improve?
 - Is feedback from monitoring clear, linked to the Teachers' Standards and supportive of improvement?
 - Are there any mitigating circumstances?

This list is not exhaustive but a good starting point for deciding next steps.



Please note – an ECT at Risk in terms 5 or 6 requires additional consideration – the Appropriate body will support you with this.



ECT is at Risk – what do I do next?

- Contact Northern lights via appropriatebody@nllt.co.uk as soon as possible
- Complete the ECT at Risk form and use it to support your conversation with your ECT to demonstrate how the school has already supported the ECT to stay on track.
- Agree that the next step will be a support plan.
- Upload this document to ECT Manager – ECT document folder.



ECT at Risk of Not Meeting the Teachers' Standards

Please add as much detail as possible to the form below. This will enable us to gain a full understanding of what the school has previously put in place and any strategies already implemented to support the ECT. It will form the basis of our initial conversation and support offer moving forward.

Name of ECT:	Head Teacher:
School:	Induction Lead (or Tutor):
Delivery Partner for the ECF:	Provider:

If the answer to any of the below is 'no' then please note that we expect this to be developed to ensure an ECT is receiving entitlements before reviewing whether an ECT is not on track/requires further support.

Please indicate what is already in place in your school/trust:	Yes/No:	Further information:
A school/trust ECT induction policy		If yes, please upload the policy to ECT manager.
10% release time for ECF (5% for ECTs)		Please indicate when your ECT takes this time within the school week.
A designated Induction Tutor with defined role and responsibilities.		
A designated ECT Mentor who meets weekly (Fortnightly for ECTs) to ensure they receive a high quality ECF-based induction.		Please indicate when your mentor meets your ECT.

Please provide the below information to allow us to review the ECT at Risk form and support with next steps.

Further Information:	Yes/No:	Further information:
Is the ECT engaging positively with the ECF Programme?		How do you know?
Is the mentor engaging positively with their training/fully trained?		
Is there a support plan in place for the ECT?		If yes, please attach any previous/current support plans. If no, do you require support to implement a support plan?
Has the Induction Tutor met with the ECT to share the support plan and has it been agreed?		
Is the ECT clear about the procedures and implications of not		How do you know?



ECT at Risk of Not Meeting the Teachers' Standards

meeting the Teachers' standards?		
Please list which of the Teachers' Standards your ECT is not currently meeting. Please add detail to outline your current concern.		
Have any other members of staff in school supported the ECT?		Which Members of staff? ie. DfT, English Lead etc.
Is the ECT reflective and are they willing to make change to improve practice?		
Has the ECT been observed regularly?		How many observations/learning walks/drop ins have occurred and by who? Has written feedback been provided and further CPD in place?
After discussion with the ECT, what further support do they feel they require in order to meet the Teachers' standards highlighted above?		
What further support does the school think the ECT requires in order to meet the Teachers' standards?		

Signed: ECT Print Name Date

Signed: Induction Tutor Print Name Date

Signed: Head Teacher Print Name Date

Must be signed –
not typed.

Support Plan

- A **support plan** for an Early Career Teacher is a *positive, developmental tool* designed to help them grow, gain confidence, and meet the Teachers' Standards through structured guidance. It is **not a capability procedure** and should never be framed as punitive. It should support the ECT to meet the Teachers' Standards.

The support plan should:

- Provide structured, targeted support
- Promote professional growth and confidence
- Offer clarity on expectations and success criteria
- Enable early intervention before issues escalate
- Document support provided (not punitive)
- Foster positive communication and collaboration

Support Plan contd...

- The AB team will offer feedback on your support plan before you share it with your ECT
- Once agreed, the Induction Tutor should share this with the ECT. **Induction Tutor, Mentor and ECT should sign the support plan. Upload to ECT Manager.**
- The Induction Tutor should lead on the support plan. The Mentor should continue to mentor the ECT in line with their training. Mentors can, however, use some of their mentor time to focus on support plan targets.
- The Induction Tutor should meet **weekly** with the ECT to discuss progress made against the targets and set actions for the next week.
- Typically, a support plan should last 4-6 weeks.
- The Induction Tutor should upload the newest version of the Support plan each time it is updated.

Appropriate Body Support

- Initial Advice regarding a support plan
- Guidance when completing the support plan
- A virtual meeting with the ECT
- A school visit (usually after week 2 of the support plan)
 - Joint observation of ECT with Induction Tutor
 - Review of evidence so far
 - Observation of Induction Tutor feedback to ECT
 - Next Steps

Support Plan End – What happens next?

- Once an ECT has demonstrated that they are meeting the standards focused on in their support plan, the plan can be removed.
- Please complete the support plan end declaration form (on ECT Manager) and email it to appropriatebody@nllt.co.uk
- If your ECT continues to require support, please work with your AB team member who will then escalate the concerns to the Director of the TSH, if necessary.