

A Guide to ECT Induction

2026-2027

For ECTs, Mentors, Induction Leads, Headteachers and Governors



Saffron Teaching School Hub

Take your next step with Saffron

Contents

Welcome	3
What is Induction and the ECTE?	4
The ECTE Team	5
The Difference Between an Appropriate Body and a Delivery Partner	6
Saffron Appropriate Body	7
A Post Suitable for Induction	8
Roles and Responsibilities	9
Pre-Induction Checklist	12
What to do During Induction	14
Length of Induction	15
Report Writing	18
Additional Support/CFC	19
Quality Assurance	20
Saffron Early Career Training Programme	21
The Role of the Mentor	23
Glossary	24
Appendix Links	26

Welcome



Dear Early Career Teachers, Mentors and Induction Tutors,

We are thrilled to welcome you to the ECT Induction Programme with Saffron Teaching School Hub. This marks the beginning of an exciting journey where you will grow, learn and develop into outstanding educators. We are here to support you every step of the way.

To our ECTs, congratulations on embarking on this rewarding career path. Your induction programme is designed to provide you with the structured support, mentoring and the professional development you need to thrive in your first two years of teaching.

To our mentors and Induction Tutors, thank you for your dedication and commitment to guiding our new teachers. Your role is crucial in shaping the future of education.

Whether you are with us for our Appropriate Body Services, Early Career Training Programme, or both, this guide should provide you with the information you need to successfully navigate through the induction process. We are here for support with any element of induction and on page 5 you will find an overview of the ECTE team here at Saffron Teaching School Hub.

I'm looking forward to working with you along this journey.

Paula Downes
Appropriate Body and Early Career Training Programme Lead

What is Induction and the ECTE?

What is ECT Induction?

ECT Induction is a statutory two-year support and training programme for newly qualified teachers in England. It ensures Early Career Teachers (ECTs) receive structured development, mentoring, and assessment during their first two years in the profession to help them meet the Teachers' Standards and develop effective teaching practices.

What is ECTE?

The Early Career Teacher Entitlement (ECTE) is based on the Initial Teacher Training and Early Career Framework (ITTECF). ECTE is designed to integrate the training and development of new teachers with the latest educational research and classroom needs.

What ECTs can expect from their Induction

- Structured Support: A two-year programme with a reduced timetable (10% in Year 1, 5% in Year 2) to allow time for development.
- Dedicated Mentorship: Weekly mentoring in Year 1 and continued coaching in Year 2, tailored to individual needs.
- Professional Development: Access to high-quality training materials aligned with the ITTECF, focusing on practical classroom strategies.
- Regular Reviews: Formal assessments at the end of each year, plus regular progress reviews to track development.
- Collaborative Learning: Opportunities to engage with peers, share experiences and reflect on practice.
- Wellbeing Focus: Emphasis on workload management, resilience and maintaining a healthy work-life balance.
- Diagnostic tools help mentors personalise support for ECTs.

For mentors, there is now a one year development programme designed for supporting and developing the practice of ECTs.

The ECTE Team



Paula Downes

AB & ECTP Lead

pauladownes@saffron.academy

Paula oversees all aspects of induction with Saffron TSH and manages the Early Career Training Programme

Katie is the co-lead for the Appropriate Body, assuring the quality of induction through her work with schools.

Katie Naylor

AB Lead

knaylor@swchs.net





Martin Green

ECTP Administrator

martingreen@saffron.academy

Martin coordinates all of the training for ECTs and Mentors. He is the first point of contact for any training-related queries.

Kerry is responsible for the AB registration process, is the named AB contact and is the key person for induction queries

Kerry Walpole

AB Administrator

kerrywalpole@saffron.academy





Doug Brechin

Director of Saffron TSH

dbrechin@swchs.net

Appropriate Body Local Leads

Tracy Goodway
Deborah Bailey
Sarah Finn

Early Career Induction at Saffron TSH

We provide two Early Career Services at Saffron Teaching School Hub. These are the **Saffron Appropriate Body** and as a Delivery Partner for the **Early Career Training Programme**

ECTs have to be registered with an Appropriate Body **and** enrolled on an Early Career Programme. So what's the difference and what does it mean for schools?

Appropriate Body

What is it?
The Appropriate Body is responsible for quality assurance of schools and the induction they provide to ECTs, as well as overseeing the assessment of all ECTs.

How does it impact schools?
All ECT progress reviews and end of year assessments are submitted to the Appropriate Body via ECT Manager for Quality Assurance and ratification of school assessment of the Teachers' Standards.

What else do I need to know?
All ECTs must be registered with an Appropriate Body to complete their induction. We visit a third of our schools every year for quality assurance checks.

Delivery Partner

What is it?
The Delivery Partner provides a DfE accredited programme (eg. Teach First, NIoT, Ambition) to ECTs and Mentors, ensuring that an appropriate knowledge of the Early Career Framework is developed.

How does it impact schools?
As a Delivery Partner we deliver high quality, in-person training to ECTs and Mentors once a term, which supports their learning on their online platform. We report on the engagement of ECTs and Mentors.

What else do I need to know?
It is a statutory entitlement for ECTs and Mentors to receive this training. Working with a Delivery Partner is the only fully funded route for schools to do this.

Saffron Appropriate Body

Saffron Teaching School Hub

Saffron Teaching School Hub is a statutory Appropriate Body (AB) for Early Career Teachers. The Induction Leads are:

- **Paula Downes** pauladownes@saffron.academy
- **Doug Brechin** dbrechin@swchs.net

Appropriate Bodies have two key roles:

1. **Monitoring of support**

- check that ECTs are receiving their statutory entitlements (see below), and that regard is given to the statutory guidance
- provide ECF fidelity checks, ensuring schools are supported to provide ECTs with an ECF-based induction

2. **Monitoring of assessment**

- make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the Headteacher's recommendation

What are the statutory core entitlements?

Please refer to the following DfE statutory guidance: Induction for Early Career Teachers

Each ECT should have all of the following entitlements in place from the beginning of the induction period:

- a post which is suitable for induction (see sections 2.1 – 2.8 & 2.18 of the statutory induction guidance)
- a reduced timetable (see sections 2.20 – 2.21)
- a named contact at the Appropriate Body (Kerry Walpole - see section 2.28 and the details at the top of this page)
- a monitoring, support and assessment programme within school (see section 2.39, 2.42 & sections 2.46 - 2.63)
- full access to ITTECF based training (see sections 2.40 - 2.41)
- support and guidance from a named Induction Tutor who has the time and ability to carry out the role effectively (see section 2.42)
- a named mentor with timetabled sessions (weekly in year 1 and fortnightly in year 2) with the ECT (see sections 2.43 -2.45)
- observations of the ECT's teaching with written feedback provided (see section 2.46). We require half termly observations in year 1 and termly observations in year 2. If an ECT is not on track, observations should be more frequent, at least half termly.
- professional reviews of progress and formal assessments conducted by the Induction Tutor to set and review development targets against the Teachers' Standards with a formal written report provided (see section 2.48-2.63)
- opportunities to observe experienced teachers where effective practice has been identified (see section 2.39)

What is a Post Suitable for Induction?

To ensure a post is suitable for induction, the institution will be asked to return a 'pre-induction checklist' (please page 12).
This will ensure that everything that needs to be in place is accounted for, but the key entitlements for an ECT should be:

- Extra release time during the school day **in addition to** PPA time for ECTs - this should be **10%** additional time in Year 1, and **5%** additional time in Year 2. For schools to be clear in their expectation of an ECT, there is a difference in the use of ECT release time and PPA:
  - Additional ECT release time should be used for mentor meetings, engaging in the ECTP, observing experienced teachers and any activities relating to their induction. **It should not be used for PPA activities.**
  - PPA time is time set aside for teachers to plan and prepare for lessons, as well as mark assessments and classwork from students. This is timetabled as part of their normal teaching day and it must make up at least 10% of their working hours, in sessions of at least 30 minutes at a time.

- A dedicated mentor who holds QTS, who will (or already has) engaged in a mentor training programme through the Lead Provider. A mentor meeting will be timetabled during the school day (once a week in Year 1/Fortnightly in Year 2).

- A dedicated induction tutor who holds QTS, where possible not the same colleague as the mentor.

- Provided with an Early Career Training Programme through a fully-funded provider led route, or a school-based programme (please see page 21 for more information).

A school that is in special measures or an FE institution that has been judged as inadequate are unlikely to be able to offer an induction post; please see sections 2.4 - 2.8 of the statutory guidance.

Roles and Responsibilities

Please refer to the following DfE statutory guidance for full responsibilities:
Induction for Early Career Teachers

ECTs

The Early Career Teacher (ECT) is expected to:

- Provide evidence of QTS and eligibility for induction.
- Meet with their induction tutor to set and review induction priorities.
- Agree on how to use their reduced timetable and engage fully with the ITTECF-based training and support programme.
- Demonstrate progress against the Teachers' Standards.
- Fully participate in the monitoring and development programme.
- Raise concerns with their induction tutor promptly.
- Contact the Appropriate Body early if issues with the tutor or institution arise.
- Keep track of and engage in scheduled observations, progress reviews, and formal assessments.
- Agree with their tutor on induction start/end dates and record any absences.
- Retain copies of all assessment reports.

Induction Tutors

The Induction Tutor is expected to:

- Provide or coordinate professional development guidance for the ECT, involving the Appropriate Body if needed.
- Conduct regular progress reviews throughout the induction period.
- Lead two formal assessment meetings (typically at the end of terms three and six, or pro rata for part-time staff), incorporating input from colleagues.
- Carry out progress reviews in non-assessment terms.
- Inform the ECT of their progress against the Teachers' Standards and share review records with the ECT, headteacher, and appropriate body.
- Communicate assessment outcomes during meetings and invite ECT comments on the formal record.
- Ensure the ECT's teaching is observed and feedback is provided.
- Make sure ECTs know how to raise concerns about their induction or progress.
- Act promptly to support ECTs experiencing difficulties.
- Keep monitoring and record-keeping streamlined, using existing documents rather than requiring new evidence.

Roles and Responsibilities

Mentors

The mentor is expected to:

- Hold regular structured sessions with the ECT, offering effective, targeted feedback.
- Collaborate with the ECT and school colleagues to ensure delivery of a high-quality ITTECF-based training and support programme.
- Provide or arrange effective support, including subject- or phase-specific mentoring and coaching.
- Act promptly to support the ECT if they appear to be experiencing difficulties.

Headteacher/Principal Responsibilities for ECT Induction

The Headteacher/Principal, in collaboration with the Appropriate Body, is jointly responsible for monitoring, supporting, and assessing the ECT during induction. They must:

- Confirm the ECT has QTS and determine if induction is required.
- Agree in advance which body will act as the Appropriate Body.
- Notify the appropriate body when an ECT begins induction.
- Ensure the post meets statutory induction requirements.
- Appoint a qualified induction Tutor and mentor with the necessary skills, experience, and time.
- Provide a training and support programme aligned with the ITTECF.
- Regularly review the ECT's progress through observations and feedback, and submit progress reviews.
- Complete and submit all required assessments and reports.
- Maintain accurate employment records for induction.
- Streamline monitoring and record-keeping processes.
- Inform the governing body of induction arrangements.
- Recommend to the appropriate body whether the ECT has met the Teachers' Standards or needs an extension.
- Participate in the Appropriate Body's quality assurance.
- Retain all relevant documentation for six years.

Additional Responsibilities (when applicable)

- Obtain prior assessments and reviews from previous posts.
- Alert the appropriate body early if the ECT is at risk of not meeting standards.
- Arrange third-party observations for at-risk ECTs.
- Notify the appropriate body of absences totaling 30+ days in a year.
- Periodically update the governing body on induction arrangements.
- Consult with the Appropriate Body on reducing or deeming induction complete in exceptional cases.
- Provide interim assessments for ECTs changing schools mid-induction.
- Notify the appropriate body when an ECT leaves the institution.

Additional Requirements for Specific Settings

In FE institutions, independent schools, academies, free schools, BSOs, and nursery schools, ensure the ECT's post and duties meet statutory induction criteria for those settings.

Roles and Responsibilities

Governing Body

The Governing Body:

- Should ensure compliance with statutory induction guidance.
- Should confirm the institution has the capacity to support the ECT.
- Should ensure the headteacher is meeting the requirements for a suitable induction post.
- Must investigate concerns raised by an ECT through the institution's grievance procedures.
- Can seek guidance from the Appropriate Body on induction quality and staff responsibilities.
- Can request general reports on the ECT's progress.

Appropriate Bodies

The Appropriate Body is expected to ensure:

- Headteachers have implemented an ITTECF-based training and support programme.
- Suitable posts for induction are in place and responsibilities are being met.
- Monitoring, support, assessment, and guidance procedures are fair and appropriate.
- Timely intervention and support are provided if an ECT is struggling.
- Concerns are raised with institutions not fulfilling their responsibilities.
- Induction Tutors and mentors are suitably skilled, experienced, and have sufficient time.
- Headteachers are consulted on quality assurance procedures.
- Agreements with FE institutions or independent schools are upheld.
- QTS has been verified by the headteacher.
- ECTs receive a reduced timetable in addition to PPA time.
- ECTs have a named contact within the appropriate body for raising concerns.
- FE institutions are supported in arranging 10 days of school-based teaching for ECTs.
- ECT records, reviews, and assessments are maintained and submitted on time.
- Monitoring and record-keeping are streamlined, using existing documents.
- Agreement is reached with the ECT and headteacher on reduced induction periods where appropriate.
- Final decisions are made on ECT performance against the Teachers' Standards and communicated to relevant parties.
- The DfE is updated on ECT induction status and type.
- All documentation is retained for six years.
- Respond to Headteacher requests for prior assessments and reviews.
- Provide guidance and support to schools and colleges on induction.
- Provide information about available induction types.
- Support training for Induction Tutors and mentors.

Before Induction Begins

Saffron Appropriate Body: Pre-Induction Checklist

Once completed, please upload to the documents section of ECT Manager.

Name of School:		
Has the school carried out pre-employment checks and confirmed the ECT's qualifications?	**Yes/ No**	**Comments from Headteacher**
Check that the ECT holds QTS: Employer Access Team: https://teacherservices.education.gov.uk ***Trainees without QTS cannot be employed as ECTs or commence induction.***		
The following is a list of the statutory core entitlements. Have you made arrangements for all of these to be met at the appropriate times? Please refer to the Statutory Guidance: Induction for Early Career Teachers (relevant sections shown below in italics)	**Yes/ No**	**Comments from Headteacher**
A post which is suitable for induction (*2.1 – 2.8 & 2.18)*		
A reduced timetable (*2.21*) in addition to PPA - 10% ECT1/5% ECT2		
ECT is aware of the named contact at the Appropriate Body (*2.28*) - Kerry Walpole		
A monitoring, support and assessment programme within school *(2.39, 2.42 & 2.46 - 2.63)*		
Full access to Early Career Framework based training (*2.40 - 2.41*)		
Support and guidance from a named Induction Tutor (IT) who has the time and ability to carry out the role effectively *(2.42)*		
A named mentor with timetabled sessions (weekly in year 1 and fortnightly in year 2) with the ECT (*2.43 -2.45*)		
Observations of the ECT's teaching with written feedback provided (*2.46*)		
Professional reviews of progress conducted by the IT to set and review targets against the Teachers' Standards with a formal written report provided (*2.48-2.54*)		
Opportunities to observe experienced teachers where effective practice has been identified (*2.55-2.61*)		

Additional checks	Yes/ No	Comments from Headteacher
Do you have an ECT Induction policy and a School governor responsible for induction?		
Has your induction tutor attended or booked onto the Saffron Induction tutor training?		
Does the timetable involve the ECT regularly teaching the same classes?		
Have your ECTs been registered on an ECTP (Early Career Training Programme)?		
Have your mentors already completed/started but not completed/been registered to start a mentor training programme?		
Have arrangements been made for an observation of the ECT within the first 4 weeks?		
For the ECT	**Yes/ No**	**Comments from Headteacher**
If new to the school, has an appropriate new staff induction been arranged?		
Has the ECT been given a copy of their timetable, clearing outlining their additional 10%/5% release time, and showing where within this time (or in addition to it) their mentor meeting is taking place?		
Is the ECT aware of when their initial (4 week) observation will take place?		
Does the ECT have (or in the progress of) gaining appropriate access to ECT manager and the online platform for their ECTP?		
Does the ECT have access to (and understands how to use) the Development log and standards tracker (or school equivalents of)?		
The ECT is signed up for or has already attended the Saffron TSH ECT briefing.		
Confirmation that the information on this form is correct:		
Name of Headteacher/Senior Leader completing this form:		
Return from an email address at your school acts as a signature	Date:	

During the Two Year Induction

All parties involved in induction can find detailed information about the requirements in this handbook, the ECTP guides, and on our website. However, below is a guide of the key activities that should be taking place for an ECT's induction:

Half-Termly

- Formal classroom observation of the ECT by the induction tutor.
- Progress review meetings with the induction tutor and ECT.
- Weekly/fortnightly meetings with the mentor.
- ECTs observe experienced teachers at least once per half term.
- Engagement in the study relating to the ECTP.

Termly

- Progress review completed on ECT Manager by the Induction Tutor, which has been discussed with the ECT who then comments on the review.
- Attendance to in person events for both ECT and Mentor as set out by the ECTP.

Annually

- Formal assessment meeting with ECT and Induction Tutor.
- Formal assessment (end of Year 1 and Year 2) completed by the Induction Tutor, which has been discussed with the ECT who then comments on the assessment.

You can also find a half termly checklist for Induction on ECT Manager and our website which functions as a 'checklist' for each half term for ECTs, Mentor and Induction Tutor.

ECT

- Mentor meetings - once per week (ECT1)/fortnight (ECT2). Complete **Development log** during mentor meetings.
- **Observing experienced teachers** - at least once this half term.
- Begin and regularly update **Standards Tracker**
- Engage regularly in your ECTP **online self-study**
- **Book** ECT face to face Introduction conference

Mentor

- Mentor meetings - once per week (ECT1)/fortnight (ECT2). Complete **Development log** during mentor meetings.
- **Drop-ins** on ECT's lessons - to feed into mentor meeting discussion
- Engage regularly in your Mentor ECTP **online self-study** (unless already fully trained)
- **Book** mentor face to face conference for Autumn term

Induction Tutor

- Ensure you have returned the **SLA** to Saffron AB
- Ensures ECT's and mentors have a copy of their **ECTP programme guide and the Saffron Induciton handbook**
- Ensure you are familiar with the **DfE Statutory guidance for Induction**
- **Initial Observation** of ECT - within first 4 weeks.
- **Progress review meeting** with ECT at the end of this half term.
- **Check engagement** with ECTP programme on the online platform.

Length of Induction

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years. This is a statutory entitlement.
ECTs have only one chance to complete statutory induction and must meet all of the Teachers' Standards within the induction period (see section 1.13). An ECT who is judged to have failed to have met the Teachers' Standards at the end of their induction period, is not permitted to repeat induction. They may appeal against the decision (see section 4.9-4.10).
One full term is the minimum period of employment that can count towards induction (see sections 2.33-2.35). **Please refer to the DfE statutory guidance: Induction for Early Career Teachers**

Part-time ECTs

It is possible to complete an induction programme on a part-time basis. Saffron AB will accept registration of part-time ECTs if the Full Time Equivalent (FTE) is at least 0.4.
The induction period for a part-time ECT is the FTE of two full academic years (see chart below). Please note this is a statutory entitlement.
In cases where part-time ECTs have completed a period covering but not equivalent to a minimum of two full school years and can demonstrate that they meet the Teachers' Standards, schools may consult with Saffron AB about the possibility of reducing the length of the induction period. However, it must be made clear to ECTs that it is in their interest to access their full statutory entitlement. **Please see the section below regarding reductions.**
How long will part-time ECTs take to complete the induction programme (without a reduction)?

Number of days worked per week	Proportion of timetable worked (FTE)	Time to complete induction programme
5	1.0	2 years
4.5	0.9	2 years, 1 term
4	0.8	2 years, 1.5 terms
3.5	0.7	2 years, 2.5 terms
3	0.6	3 years, 1 term
2.5	0.5	4 years
2	0.4	5 years

Length of Induction

Absence

Please notify Saffron AB as soon as absences, within each year of induction, total 30 days or more.
The induction period is automatically extended prior to completion when an ECT's absences per year of induction (or equivalent for part-time teachers) total 30 days or more (with the exception of statutory maternity/paternity/adoption leave, statutory adoption leave, or parental bereavement leave). In these circumstances the relevant year of induction must be extended by the aggregate total of days absent.

Reductions

Appropriate Bodies have discretion to reduce the length of the induction period. Reduced induction periods:

- must be at least one term (see section 2.33-2.34)
- must be agreed with the ECT and the Appropriate Body
- are considered where an ECT has extensive prior experience of teaching whole classes to the Teachers' Standards OR where a part-time teacher has completed at least six calendar terms, has secure evidence of meeting the Teachers' Standards and there are additional reasons for reducing the induction period (please refer to the reductions guidance)

Schools are advised that reductions are rare, and the request may not be approved.
An application form for any reduction must be completed and emailed to kerrywalpole@saffron.academy. It must also be uploaded to the documents section on ECT Manager.
The application form and guidance can be found in the Resources section on ECT Manager.

Extensions

The AB has the option to extend the induction period where this can be justified. The request is made by the school on the final assessment form. A formal request should then be made by the school by email to the AB, suggesting how many terms the extension should be. The extension can be 1, 2 or 3 terms.
The AB may recommend an extension where there is insufficient evidence on which an assessment can be based or where it would be unreasonable to expect the ECT to have demonstrated satisfactory performance against the Teachers' Standards for other reasons. These might include:

- personal crises
- illness
- disability
- issues around the support during induction
- where there is insufficient evidence within induction documentation for a decision to be made about whether the ECT's performance against the standards is satisfactory

Supply Teaching

Qualified teachers who have gained QTS but not completed induction may undertake short-term supply work (less than one term) for up to five years from the date QTS was awarded. This time limit is fixed and cannot be extended. Such roles do not count towards induction due to insufficient support and assessment opportunities. If a short-term contract is extended to a full term or more, induction must begin immediately but cannot be backdated. After the five-year limit, ECTs may still do short-term supply alongside part-time induction elsewhere, though the supply work will not contribute to induction. Please see the DfE Statutory Guidance for Induction for further detail.

Parental Leave

In cases of parental leave, where an ECT commences maternity or paternity leave during their ECT course, they will be 'paused' at the point their leave commences. If a report is due, the report needs to be written but **NOT** submitted.

When the ECT returns, they have the following options:

- Continue their ECT course from where they paused it. e.g., if they had completed 2 terms, they can complete the remaining 4 terms and all of the training included in it.

OR

- The ECT can choose to include the length of their maternity as part of their time completing their ECT course. e.g. if the ECT had completed 2 terms prior to their leave and were on leave for 3 terms, they could then complete the 1 remaining term.

It is important that the ECT makes this decision based on the right course of action for them, and that the decision is not made by the school. The decision can also not be made before the ECT returns from maternity leave.

Once an ECT knows they are going to be on parental leave and have notified their school, we ask that the induction tutor contacts Saffron Appropriate Body to notify them of the date that leave will commence.

Report Writing

Induction Tutors are required to write a report every term for ECTs, whether they are full time or part time.

Reports are written each term based on the professional reviews. These reports are either **Progress Reviews** or **Formal Assessments.**

The difference between Progress Reviews and Assessments

The **Progress Review** takes place for Terms 1, 2, 4 and 5 of the induction period (or every term if the ECT is part time). This is where the Induction tutor states the progress the ECT is currently making, and gives a summary of Strengths and Areas for Development.

The **Assessment** takes place at the end of Year 1 (term 3) and Final Assessment at the end of Year 2 (term 6). A part time ECT's assessment will appear at the **equivalent FTE** point in their induction period. An Induction tutor will also be asked to completed an I**nterim Assessment** if an ECT leaves their school during the induction period. The assessment requires the Induction Tutor to comment on the strengths and areas to develop for every standard, with an addtional comment relating to Part 2.

Induction Tutors need to ensure that all reports are personalised to each ECT, reflecting their individual progress. Do not just quote the teachers' standards, instead capturing the ECTs development in these areas. It is important that the appropriate time is set aside for writing quality report, and exemplars are avaliable.

The reporting windows for each 2026-27 are:

Reports released	Reports due
20.11.2026	04.12.2026
25.02.2027	11.03.2027
18.06.2027	02.07.2027

All Progress reviews and Assessments are completed electronically in ECT Manager. Should you require it, ECT Manager has an excellent help section on how to use various aspects of the platform, or please contact Kerry Walpole for support: kerrywalpole@saffron.academy

Additional Support/CFC

In a small number of cases, teachers experience difficulties and the Induction Tutor may feel that the ECT is not progressing satisfactorily against the Teachers' Standards. In such cases the Induction Tutor should discuss this with the Headteacher, who in turn should contact **Paula Downes** pauladownes@saffron.academy.

Induction Support Services (provided at no additional cost)

As part of the induction service, the following support is available:

- Monitoring Visit: A visit to the Induction Tutor to ensure statutory responsibilities are being fulfilled and that there is sufficient evidence to support any judgement that the ECT may not meet the Teachers' Standards.
- Joint Lesson Observation (if appropriate): A collaborative observation of a lesson delivered by the ECT, alongside the Induction Tutor, to quality assure the feedback provided.
- ECT Discussion: A one-to-one conversation with the ECT to gather their views on the support received in relation to their statutory entitlements.
- Feedback and Next Steps: Constructive feedback will be shared with the ECT, their mentor, and the Induction Tutor, outlining recommended next steps for further support.
- External Support: Up to two days of additional external support if necessary, to be arranged in agreement with the Appropriate Body.

The Appropriate Body is responsible for quality assuring the support and development provided to your ECT. Saffron AB can also arrange further support on a consultancy fee basis, if required.

Extensions and Appeals

If an ECT requires additional time to complete their induction, the school may request an extension of 1, 2, or 3 terms via the final assessment report. This must be discussed with the ECT. If an extension is granted, or if the ECT does not successfully complete their induction, Saffron AB will inform the ECT of their right to appeal to the Secretary of State. (Please see the extensions section on page 16)

Important Considerations

·ECTs should be encouraged to seek support from colleagues, especially current or recent ECTs who understand the challenges of the role.

·They may also contact their teaching union for advice. In serious cases—particularly near the end of the induction year—the union may liaise with the Appropriate Body to explore next steps.

·If concerns arise early in the induction period, timely and targeted support and monitoring can often help the ECT meet the required standards by the end of the induction.

·It is important to acknowledge that this can be a difficult time for the ECT. They may feel increased pressure or question their abilities. Providing clear, short-term targets can help build their confidence and demonstrate progress over time.

More details are given in the Saffron AB Escalation Policy

Quality Assurance

Our Aims

At Saffron Appropriate Body, we are committed to ensuring that Early Career Teachers feel supported, valued and empowered throughout their induction journey. We will:

- ensure ECTs receive all their statutory entitlements.
- check that schools provide fair and consistent assessment against the Teachers' Standards.
- support schools in offering high-quality guidance and mentoring to their ECTs.
- encourage schools to follow the April 2025 statutory guidance.
- ensure that the ECT's training programme aligns with the ITTECF Framework.

In order to do this, there is a variety of Quality Assurance (QA) that takes place:

Pre-Induction Checklist

The Induction Tutor should complete the pre-induction checklist to indicate that they have checked the arrangements for induction before it starts and upload it to the Documents section on ECT Manager (please see page 12)

Appropriate Body QA Visits to Schools

We aim to visit at least a third of our schools annually (in addition to any Cause for Concern visits). These visits are an opportunity to connect, support, share good practice and ensure that ECTS are receiving the best possible start to their careers.

Schools meeting the following criteria will be prioritised:

- have a new Headteacher and/or Induction Tutor
- have large numbers of ECTs
- the Induction Tutor and mentor is the same person
- are employing ECTs for the first time since September 2021
- have experienced difficulties with ECTs or induction in recent years
- have submitted poor-quality progress reviews and formal assessment reports
- have not engaged with the materials and training provided by Saffron AB

During the visit, the AB Lead will meet with the Induction Tutor, mentor, ECT, and possibly the Headteacher. The focus will be on ensuring statutory entitlements are being met and that the induction programme is of high quality and aligned with DfE guidance.

Mentor Meeting QA

Each term a selection of mentor meetings will be QA'd online by one of our ECTP facilitators. The purpose of this is to ensure that the training has effectively been transferred into practie within mentor meetings.

Quality Assurance (cont.)

Induction Tutor In-School QA

Induction Tutors play a vital role in ensuring that statutory entitlements are delivered in a way that is planned, purposeful, and progressive, helping ECTs grow and thrive in their teaching practice. We recommend that Induction Tutors carry out sample quality assurance checks of mentor meetings during the induction period to maintain consistency and effectiveness.

Appropriate Body Training

We offer initial overviews for Induction Tutors, Mentors, and ECTs. Attendance is essential to ensure everyone is well-prepared and confident in their roles.

Recognising the increasing demands of the Induction Tutor role under the new ECTE framework, we also provide a comprehensive training programme to support Induction Tutors throughout the year.

Full details and booking information is available on the Saffron Teaching School Hub website.

Saffron Early Career Training Programme

Saffron Teaching School Hub

As part of their statutory entitlements, Early Career Teachers (ECTs) and mentors who have not yet received training must be registered for an Early Career Training Programme (ECTP). This can be either:

- A fully funded, provider-led programme, or
- A school-led option, where applicable.

From September 2025, several important updates were introduced to ECT and mentor training:

- The training framework has been updated to include enhanced content on:
  - Special Educational Needs and Disabilities (SEND)
  - High-quality oral language (oracy)
  - Early cognitive development
  - Evidence literacy
- The term Early Career Teacher Entitlement (ECTE) will replace ECF-based training and induction.
- ECT training will now be aligned with the Initial Teacher Training and Early Career Framework—a revised framework that integrates the Initial Teacher Training (ITT), Core Content Framework (CCF), and the Early Career Framework (ECF).

As part of the ECTP, both ECTs and mentors will:

- Access an online platform for self-directed study, supported by diagnostic quizzes that tailor content to their individual needs and ensure an appropriate level of challenge.
- Participate in face-to-face training sessions to deepen their understanding and practice.

It is essential that both ECTs and mentors fully engage with all aspects of the programme to ensure its success and impact.

Saffron Teaching School Hub is a Delivery Partner for two training providers this year; **Teach First** and the **National Institute of Teaching**. Please see the programme guides and specific induction information that is shared with you as part of the programme.

Self-Study Deadlines

Each half term there is online self study that ECT's and Mentors each have to complete to demonstrate engagement with the programme.

The deadlines for half termly engagement are:

Autumn 1	Monday 12th October 2026
Autumn 2	Friday 4th December 2026
Spring 1	Thursday 4th February 2027
Spring 2	Wednesday 10th March 2027
Summer 1	Tuesday 25th May 2027
Summer 2	Tuesday 6th July 2027

It is vital that ECTs and Mentors engage regularly with their programme, and not 'cram' in large chunks. If they don't engage regularly (at least 75% per half term), the Lead Provider will not register their half termly progress on the programme.

If ECT's and Mentors fail to meet the engagement deadlines, we will notify their school

The Crucial Role of the Mentor

We know that Early Career Teachers thrive when they are supported by skilled, committed mentors. That's why significant investment is being made to develop the capabilities of both new and experienced mentors—ensuring they can provide the highest quality support during this pivotal stage of an ECT's career.

Mentors play a vital coaching role, guiding ECTs through the challenges of the classroom while fostering their independence and professional growth. The mentor training programme is designed to build expertise in:

- Core coaching techniques
- Creating appropriate challenge while offering support
- Developing reflective practice in ECTs
- Knowing when to step back, allowing ECTs to take ownership of their development

This balance - between support and autonomy - is key to helping ECTs grow into confident, capable professionals.

Mentor meetings are a powerful tool for shaping an ECT's practice. To make the most of this time, mentors should:

- **Focus** discussions on **high-leverage** aspects of teaching and learning.
- Use **evidence** and **observatio**n to help ECTs **reflect** on their progress.
- Support ECTs in **understanding** how their practice aligns with the **Teachers' Standards**.
- Encourage **goal-setting** and **action planning** to drive improvement.

Additional Considerations for Mentors

- **Stay informed**: Be aware of updates to the Early Career Teacher Entitlement (ECTE) and how it integrates with the Initial Teacher Training and Early Career Framework.
- **Model professionalism**: Demonstrate high standards in your own practice, communication, and approach to professional development.
- **Foster a growth mindset**: Help ECTs see challenges as opportunities to learn and improve.
- **Collaborate with school leaders**: Ensure alignment between the ECT's development and the school's wider priorities.

Glossary

Term (Acronym)	Definition
Appropriate Body (AB)	An accredited organisation (e.g. Teaching School Hub or Local Authority) responsible for ensuring the quality and statutory compliance of the ECT induction process. From 2024, only Teaching School Hubs can act as ABs.
Assessment Points	Formal review stages (usually at the end of Year 1 and Year 2) where ECTs' progress against the Teachers' Standards is evaluated.
Diagnostic Quizzes	Online tools used in the ECTP to personalise learning and ensure appropriate challenge for ECTs and mentors.
Delivery Partner	A local organisation (e.g. Teaching School Hub) that delivers the training to ECTs and mentors on behalf of a lead provider.
Early Career Teacher (ECT)	A teacher in their first two years of teaching after gaining Qualified Teacher Status (QTS). Previously referred to as a Newly Qualified Teacher (NQT).
Early Career Teacher Entitlement (ECTE)	It defines the statutory two-year induction period, combining elements of ITT, CCF, and ECF into a single entitlement. Replaced 'ECF-based training and induction' from September 2025.
ECT Manager	An online platform used by many ABs to manage ECT registrations, progress reviews and assessments. All Induction Tutors, Headteachers and ECTs require access.
Early Career Training Programme (ECTP)	The structured training programme that ECTs and mentors must follow. It can be provider-led (fully funded) or school-led, and is aligned with the updated ECTE.
Facilitator	A school or system leader trained to deliver ECT and Mentor training sessions on behalf of a Delivery Partner.

Glossary

Term (Acronym)	Definition
Induction Tutor	A designated school leader responsible for overseeing the ECT's induction, liaising with the AB, and ensuring statutory requirements are met.
ITTECF (Initial Teacher Training and Early Career Framework)	The new integrated framework from September 2025 that combines the Initial Teacher Training (ITT), Core Content Framework (CCF), and Early Career Framework (ECF) into a single, coherent progression model.
Lead Provider	A DfE-accredited organisation responsible for designing the curriculum and overseeing the delivery of the training programme for early career teachers and their mentors.
Mentor	A trained teacher who supports an ECT through regular meetings, coaching, and professional development. Mentors also receive structured training under the ECTP.
Provider-led Programme	A fully funded, provider-led programme aligned with the ITTECF, delivered by a DfE-accredited lead provider and their delivery partners.
School-led Programme	A bespoke school-designed programme, still aligned with the ITTECF, which can choose to use some or all of the DfE approved materials. Requires AB approval.
Teachers' Standards	The professional standards that all teachers in England must meet. ECTs are assessed against these during induction.
Teaching School Hub (TSH)	Regional centres of excellence for teacher development. From 2024, they are the sole organisations permitted to act as Appropriate Bodies.

Appendix Links

All of the documents referenced in this handbook can be found either on our website or in the Resources section of ECT Manager.

For Appropriate Body policies, you can find these on our website on this page: Saffron Appropriate Body

For documents such as development logs, observation forms etc, please go to the Resources section of ECT Manager: ECT Manager 26-27 Handbook and Forms