



Early Career Training programme



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Director of ECT

At Ambition Institute we support teachers and school leaders to keep getting better through high quality, evidence-informed professional development. We're very proud of the programme we have developed for early career teachers and their mentors in recent years, alongside our growing network of 38 delivery partners.

From September 2025 our Early Career Training programme will include new features such as additional materials on special educational needs and disabilities (SEND), oracy and early years; diagnostic tools to tailor study materials to an early career teacher's personal level of expertise; and pastoral coaching.

Our partnership team would love to talk to you about how becoming a delivery partner with Ambition Institute will help your schools, leaders and teachers give every child the best start in life.

Ambition Institute's fully funded Early Career Training (ECT) programme is a quality assured professional development course for early career teachers in their first two years of teaching.

The programme is part of the Department for Education's (DfE) Early Career Training Entitlement (ECTE) and sits alongside an early career teacher's statutory induction. It is designed to help early career teachers develop the expertise required to be an effective teacher throughout their career.

Benefits for schools

Attract and retain staff

- > Provide high quality professional development for new teachers, encouraging them to stay in the profession.
- > Give your experienced teachers the opportunity to lead teacher development by becoming mentors.

Tried and tested support

- > Access training materials built on our experience of designing professional development for thousands of teachers and school leaders.
- > Know that early career teachers are experiencing study materials and facilitated events which have been graded 'outstanding' by Ofsted.

Evidence informed

- > Ensure teachers at the start of their career access training and development that is based on the best available evidence in the initial teacher training and early career framework.
- > Develop an early career teacher's understanding of evidence-informed practice.

Benefits for early career teachers and their mentors

Tackle challenges

- > Get support with typical problems faced by early career teachers.

Flexible learning

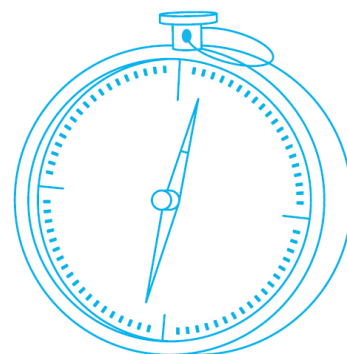
- > Access bite sized self-study, designed to fit into an early career teacher's busy schedule, on our innovative Steplab platform.

Develop their practice

- > Support teachers at the start of their careers to keep getting better.

Programme highlights

- > A carefully sequenced and evidence-informed curriculum for teachers and mentors which follows the framework. This focuses on how teachers learn as well as what they learn.
- > Instructional coaching – one of the best-evidenced forms of professional development – so that your early career teachers benefit from bite-sized content and tailored, observational feedback. This helps them to develop over time.
- > Pastoral mentoring sessions to help protect early career teachers' wellbeing and support them with all aspects of the teaching role.

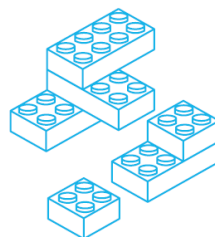
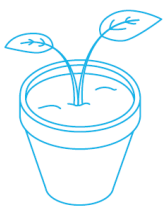


What they'll learn

Across the two years, your early career teachers will focus on three main strands of learning: behaviour, instruction, and curriculum and assessment. They will also get support with professional practice so they can develop as reflective practitioners.

Our curriculum sequence for early career teachers' self-study introduces components of the different strands of the evidence-based framework content over two years.

Take a closer look at the curriculum...



Behaviour

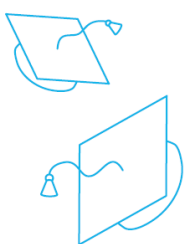
Support with:

- > Creating high expectations in the classroom through routines, relationships and consistency.
- > Fostering positive learning behaviours such as self-regulation and metacognition.
- > Building motivation, independence and effort.

Instruction

Support with:

- > Building pupil understanding, considering the importance of prior knowledge in learning.
- > Supporting lasting learning using instruction-based strategies such as practice and retrieval.
- > Deepening pupils' thinking by introducing and embedding challenge.



Curriculum and assessment

Support with:

- > Planning and enacting curriculum inputs to support learning goals.
- > Understanding the needs of all pupils, including pupils with SEND.
- > How to effectively adapt teaching in response to pupil need, considering gaps and misconceptions, and assessment and feedback.

Professional practice

Support with:

- > Identifying areas for development in own practice.
- > Being responsible for implementing improvement in their classroom.
- > Becoming a critical consumer of research and evidence.

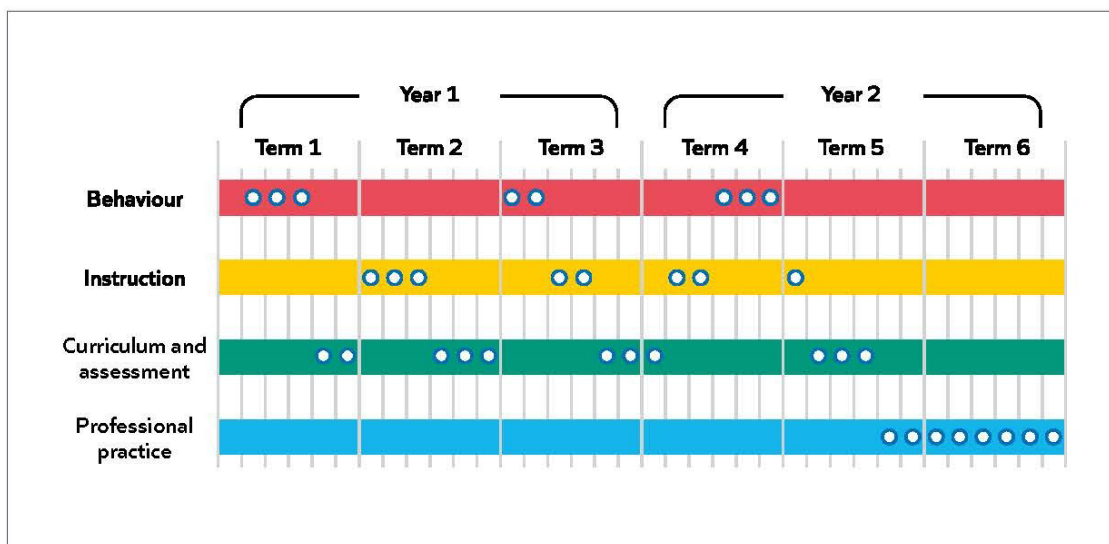


Diagram showing the curriculum sequence.

How they'll learn

Early careers teachers have their events and training over two years. Our approach makes preparation easier for your facilitators and gives you flexibility in how you group early career teachers in your cohort. See the curriculum map for the recommended cadence.

Clinics

There are six clinics over the two years. These are live facilitator-led sessions to introduce and examine key elements of practice in more detail.

Topics include high expectations, working together and effective feedback. Clinics will also cover oracy and supporting all pupils, in line with the new framework.

Your facilitators will receive a universal pack for each clinic covering a range of subjects, phases and contexts. They will also get adapted packs for primary, secondary and specialist settings which include relevant examples.

Conferences

There are three conferences over the two years. Wellbeing and workload are covered in the first conference which sets the enabling conditions for early carer teachers on the programme.

Conference two looks at adaptive teaching and your facilitators will receive general materials as well as materials tailored for teachers in specialist settings.

Supporting pupil success in all subjects is the theme of conference three. This will include new content exploring the principles of effective literacy and numeracy teaching across all subjects.

Year 1

Year 2

Term 1

Term 4

Fostering the enabling conditions for learning

Increasing challenge

Self study		Events
Week	3 - 4	Positive classroom culture
	5 - 6	Routines and expectations
	7 - 8	Disruption, consistency and relationships
	9 - 10	Curriculum purpose
	11 - 12	Identifying and sequencing knowledge
	13	Term 1 retrieval questions

Self study		Events
Week	1 - 2	Promoting deep learning
	3 - 4	Retrieval
	5 - 6	Challenge
	7 - 8	Academic expectations and metacognition
	9 - 10	Independence, effort and perseverance
	11 - 12	Culture of error
	13	Term 4 retrieval questions
		Conference 3: Supporting pupil success in all subjects Clinic 4: Thinking hard

Term 2

Term 5

Introducing new knowledge

Working in education

Self study		Events
Week	14 - 15	Prior knowledge
	16 - 17	Explanations
	18 - 19	Modelling
	20 - 21	Gaps and misconceptions
	22 - 23	Formative assessment
	24 - 25	Understanding pupil need and inclusion
	26	Term 2 retrieval questions
		Conference 2: Adaptive teaching Clinic 2: Working together

Self study		Events
Week	14 - 15	Pupil development
	16 - 17	Specialist provision
	18 - 19	Pastoral support
	20 - 21	Subject approaches and debates
	22 - 23	Research and criticality
	24 - 25	Taking on additional responsibilities

Term 3

Term 6

Enabling high quality practice

Reflecting, revisiting and embedding

Self study		Events
Week	27 - 28	Attention and belonging
	29 - 30	Emotional self-regulation
	31 - 32	Practice and scaffolding
	33 - 34	Pair and group talk
	25 - 36	Feedback
	37 - 38	Adapting lessons to meet pupils' needs
	39	Term 3 retrieval questions
		Clinic 3: Effective feedback

Self study		Events
Week	27 - 28	Explore (includes term 6 diagnostic)
	29 - 30	Contextual factors
	31 - 32	Prepare
	33 - 34	Ongoing reflection
	35 - 36	Deliver
	37 - 38	Sustain

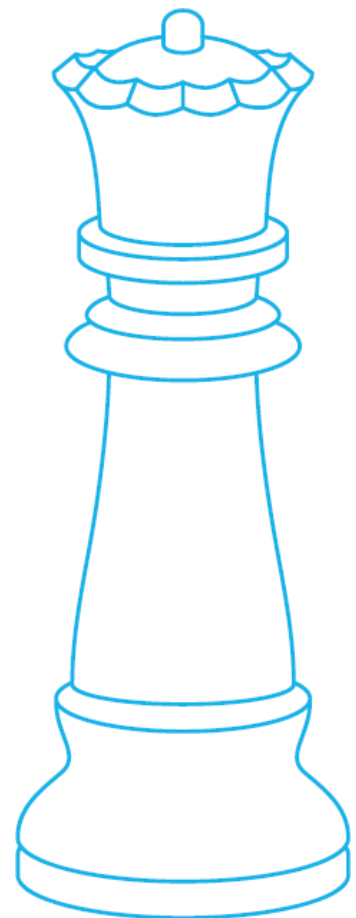
Key
■ Behaviour ■ Instruction ■ Curriculum and assessment ■ Professional practice

Diagram showing the curriculum map.

Mentors

Our mentor training programme is one year. We ensure there is enough support and training for mentors while being mindful of their workload. Mentors attend two conferences and one clinic in year one: they continue to support and coach their early career teachers in the second year but don't attend any events.

There is plenty of optional support available to mentors too. Short modules in our mentoring and coaching development area on Steplab include support with each aspect of the instructional coaching cycle; how to contract a relationship with their early career teacher; contextualisation and adding challenge.



Next step...



A great teacher changes the future every day. They can be the critical factor in a child's success, especially for those who have had a tough start in life.

At Ambition Institute, we support teachers and school leaders at every stage of their careers, helping them to keep getting better.

We are a charity providing training and professional development based on the most rigorous research and evidence about what really works.

Together, we're shaping the future of education to give every child the best start in life.



If you are interested in becoming An Ambition Institute delivery partner from September 2025, please fill out our [enquiry form](#) and our team will be in touch to arrange a meeting.

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