



**TEACH
WEST
LONDON**

Appropriate Body Service

Quick guide to ECT induction:

How to ensure your ECTs are given every opportunity to be successful

Key Pre-Induction information

It is important to:

1. Provide a suitable timetable for your ECT. The **timetable** your ECT(s) are provided with, is critical to their success. Provide them with a class(es) where they will thrive. Consider this as soon as possible after appointing your ECT(s) and before the school timetable is finalised.
Click [here](#) for more information.
2. Provide your ECT with a designated **mentor**.
Click [here](#) for more information.
3. Provide your ECT with an **induction tutor**.
Click [here](#) for more information.
4. Provide your ECT with a **training programme** (based on the ITTECF for ECTs starting induction from Sept 2025). Click [here](#) for more information.
5. **Register your ECT with an appropriate body** who will quality assure the induction process. Look no further and sign up with Teach West London's Appropriate Body service [here](#).
6. Record details on '[managing training for ECTs](#)'
7. Read and familiarise yourself with the **DfE statutory guidance** 'Induction for early career teachers (from 1 September 2025)'. You can access this document [here](#).

1. Suitable ECT timetable further guidance

- In the **first year** of induction an ECT must not teach more than **90%** of the contact timetable of your school's existing teachers on the main pay range.
- In the **second year** of induction an ECT must not teach more than **95%** of the contact timetable of your school's existing teachers on the main pay range.

N.B. The time off timetable (10% in year 1 and 5% in year 2) should be used to **specifically** enable ECTs to undertake activities in their **induction programme**. This time off timetable is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive.

Additional timetable considerations:

An ECTs timetable:

- should** allow them to regularly teach the same class(es).
- should not** present them, on a day to day basis, with discipline problems that are unreasonably demanding for your school setting.
- should not** normally demand teaching outside of the age range and/or subject(s) for which the ECT has been employed to teach.

Take a close look at the range of classes your ECT has been provided with. *Does their timetable provide them with every opportunity to be successful and thrive as a new teacher?*

2. Appointment of a Mentor

- **Mentoring** is a **very important part** of the induction programme. Mentors must be given adequate time to carry out this role effectively and to meet the needs of your ECT.
- The mentor will need to **attend** regular **mentoring sessions** with your ECT and attend **mentor training** where appropriate.
- ECT and **mentor sessions** are expected to be **timetabled during teaching hours** as schools are funded to cover the time off timetable. In exceptional circumstances where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.
- The person appointed is expected to **hold QTS** and have the necessary skills and knowledge to work successfully in this role. Where possible, this includes having the skills and experience to provide mentoring for the **specific subject and/or phase of their ECT**.
- The mentor and the induction tutor are two discrete roles with differing responsibilities and it is **expected that these roles should be held by different individuals**.
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3. Appointment of an Induction Tutor

- The person appointed is expected to **hold QTS** and have the necessary skills and knowledge to work successfully in this role.
- They need to be able to **assess** your ECT's progress **against the Teachers' Standards** (making rigorous and fair judgements).
- They need to provide your ECT with regular **monitoring and support and coordination of assessment** *(This will include reviewing your ECTs progress once a term and completing a formal assessment in term 3 and term 6 and could also include conducting observations at regular intervals and providing feedback*)*
- They will need to **recognise when early action is needed**, if your ECT experiences difficulties, and have the capacity to provide additional support.
- They must be given sufficient time to carry out this role effectively and to meet the needs of your ECT.
- The mentor and the induction tutor are two discrete roles with differing responsibilities and it is **expected that these roles should be held by different individuals**.

** Observations of ECTs can be conducted by the induction tutor or another suitable person.*

4. ECT training programme based on ITTECF

- The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. A training programme based on the ITTECF is expected to be **embedded as a central aspect of induction**; it is not an additional training programme.
- There are now **two approaches schools can choose from** to enable the delivery of a training programme based on the ITTECF. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The approaches are:
 - **A funded provider-led programme** - Schools can choose to work with providers accredited by DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by DfE.
 - **Schools deliver their own training programme** (with the option to use freely available **school-led** materials and resources) - Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. Schools can choose to use, in full or in part, the freely available school-led materials, which include ready-to-use materials and resources for early career teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by DfE and quality assured by the Education Endowment Foundation.

N.B. ECTs who started their training programme before September 2025 will continue with a training programme based on the ECF. [Click here more.](#)

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