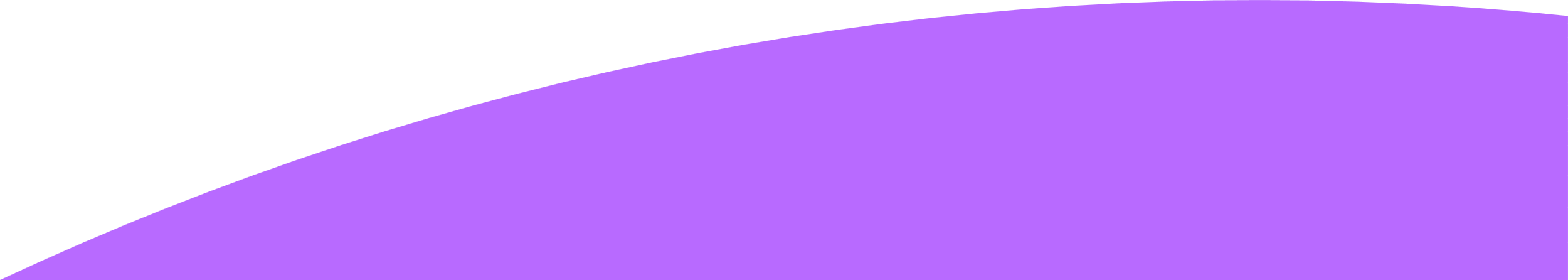
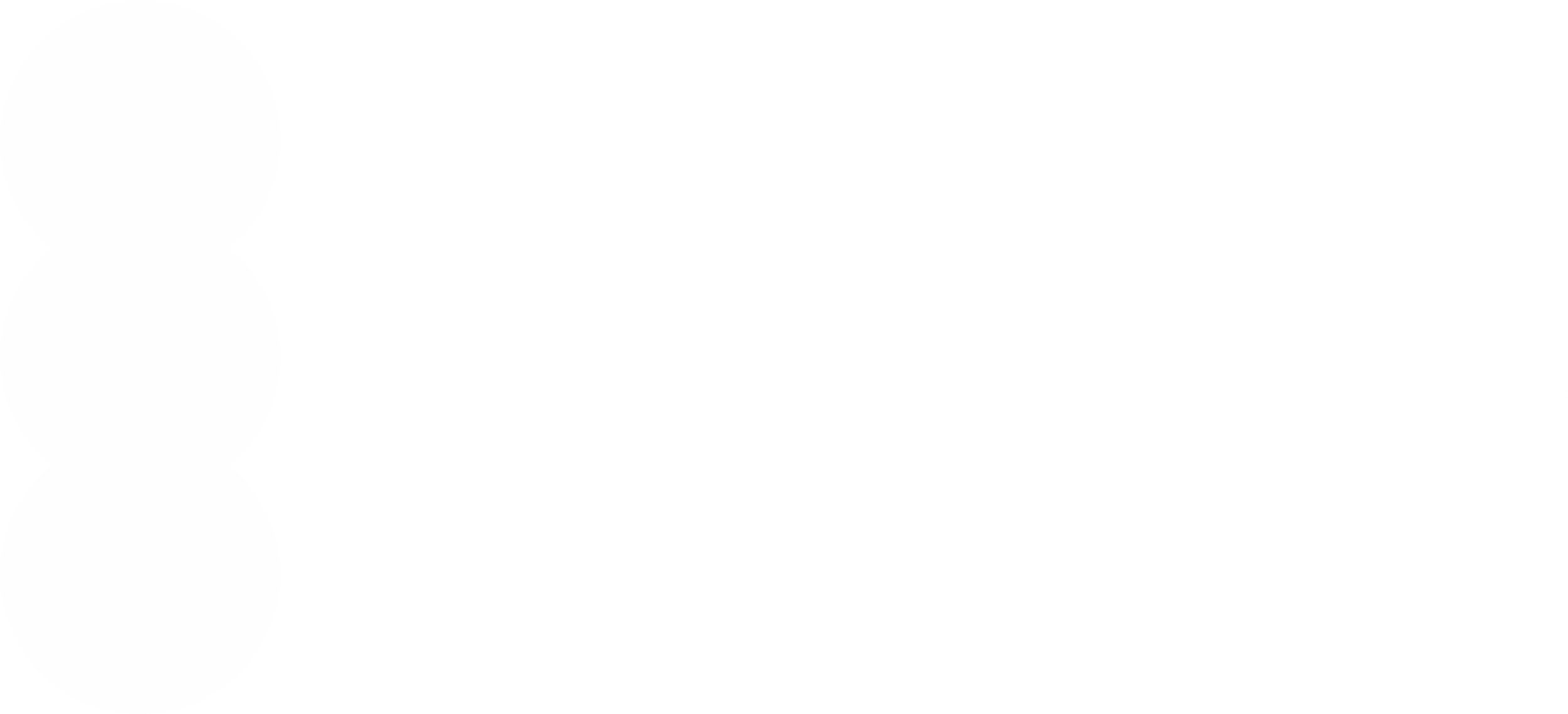


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| **ECF and ECT Programme** |
| **Induction Lead briefing workbook** |
| **2025/26** |

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# Introducing the NIoT

Our vision

Our vision is of a school system that nurtures the talents of teachers and leaders at all stages of their careers so that they can provide children with the excellent education they deserve.

Our mission

Our mission is to improve the quality of teacher and leader development at a system level.

We do this by generating and interpreting research, applying the insights to the design and delivery of high-quality teacher development programmes, and sharing it all with the sector.

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# Changes to ECT induction

**Changes to the ECT induction from September 2025**

* From September 2025, all ECT1s will be enrolled in the new early career teacher programme underpinned by the new ITTECF statements.
* This will form part of their Early Career Teacher Entitlement (ECTE) which also includes mentor time, time off-timetable and progress reports.
* Current ECT1s will complete their 2nd year on the existing programme.
* From September 2025, all new ECTs and Mentors will be enrolled on the new ECT Programme
* Move to a one-year programme for (funded) mentors.
* It is known now as the Early Career Teacher Programme (ECTP).

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What is the ITTECF?

* The new Initial Teacher Training Early Career Framework combines two previous frameworks:
* the Core Content Framework (CCF), used in Initial Teacher Training and
* the Early Career Framework (ECF) used for the two years following Initial Teacher Training.
* ECTs will cover the ITTECF in full during their initial teacher training and also during the two-year ECT programme.
* DfE: combining them will now mean that teachers will get a more ‘joined up development journey beyond initial training into the early years of their career’.

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Overview of key changes

* Not a linear process – trainees and ECTs can revisit where necessary.
* Some new ‘Learn that’ and ‘Learn how to’ statements.
* Specific areas of practice added or further developed around SEND and literacy.
* Inclusion of more content related to adaptive teaching and supporting pupils with SEND.
* Increased focus on engaging critically with research.
* Many of the references to mentors / observations / expert input do not carry over. Less focus on observing, discussing and analysing and more on ECTs ‘doing’.

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# Key features of the NIoT’s ECT Programme

The programme is centralised around the mentor-ECT relationship.

Mentors are not just supporting their ECTs, but training themselves whilst undertaking their own programme of PD as part of the ECT Entitlement.

A diagram of a webinar

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We have three types of live session as an integral part of our programme all of these facilitated by experts in their area, as well as in their local contexts. This includes:

* National Expert webinars
* Subject and phase specialist sessions
* Local networking seminars

Why our programme is different

**Built-in flexibility**

* The choice to tailor the sequence of modules to fit with whole school priorities.
* Diagnostics that enable personalised learning pathways for each ECT to meet their needs.

**Highly contextualised**

* Context-specific materials for EYFS, primary, secondary (all subjects), post-16, SEND schools and alternative provision.
* Mentor-specific support to contextualise and model the content for their ECT as part of their training and study throughout.

**Support for mentors and induction tutors**

* Designed to develop the mentor as well as the ECT.
* Accessible and engaging study materials that help mentors bridge the gap between theory and practice.
* Underpinned by effective digital systems that make life easier, minimising additional admin.

Powered by research

* In-house research function that helps to shape the design and delivery of our programmes.
* **Highly responsive** to any feedback or learnings from our research, adapting the programme quickly to continually improve our offer.

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# Programme structure and content

Parameters of the ECTP

* All statements from the ITTECF must be covered during the Early Career Teacher Programme.
* Programmes must easily allow for ECTs that move schools between year 1 and year 2.
* Must be part of a 3-year curriculum which starts with ITT year (where every statement from the ITTECF will have been covered).
* Programme must be relevant for an ECT from any part of the sector.
* The programme must include a form of diagnostic to enable a degree of personalisation.
* ECT time = 30 hours of training (mentor meeting time not included) with minimum of 18hrs face-to-face training
* Mentor time = 20 hours of self-directed study and training in year 1 only (mentor meeting time not included)
* 10% off-timetable in Year 1 and 5% off-time in Year 2 – this is separate to PPA time.

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ECTP Year 1 programme

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One-year mentor programme

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Choosing a school or trust level module sequence

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ECT Year 1 Programme Overview

* **Programme introduction**: Self-study and local seminars for ECTs and mentors.
* **Core self-studies**: 90-minutes per half term linked to each domain. Includes a 30-minute diagnostic.
* **Diagnostic**: 30-minutes, identifies strengths and gaps.
* **Elective self-studies**: 45-minutes x 3 per half term (2 in Autumn 1), focusing on sharing exemplification and includes action steps.
* **Seminars**: 90-minutes per half term.
* **Local seminars**: 6 sessions cross phase/subject.
* **National Webinars**: 90-minutes per term.
* **Module titles**:
  + Behaviour and relationships
  + Memory and learning
  + Planning and delivery
  + Subject and curriculum
  + Assessment for Learning
  + Adaptive Practice

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Diagnostic

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ECF Programme – Year 2

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ECF Year 2 structure

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Personal professional development

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ECT Overview 2025/26

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Mentor overview 2025/26

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# Nuts and bolts

Funding

It is important to understand the funding for ECTP (and ECF if you have participants who started their ECF programme before September 2025)

You should read more here: [Funding for ECTP and ECF](https://www.gov.uk/guidance/funding-and-eligibility-for-ecf-based-training)

**Key change for ECTP (Sep 2025):**

* Mentors are only funded to train for **one** year
* Mentors will not be funded if already fully trained on ITT (with NIoT) or ECF (with any provider). Known as ‘fully trained’ or ‘unfunded’ in different cases.

Key roles

* Delivery Partners – Associate Colleges, Teaching School Hubs
* Appropriate body
* Mentors
* Induction Lead/Tutor
* Headteacher or Principal

# You can find out more about each role in Section 5 here: [Induction for early career teachers (England) statutory guidance](https://assets.publishing.service.gov.uk/media/6629237f3b0122a378a7e6ef/Induction_for_early_career_teachers__England__statutory_guidance_.pdf)

Induction Lead/Tutor – roles and responsibilities

* Register ECTs and mentors with your Lead Provider, Appropriate Body, and the DfE (see link below).
* Assign each ECT an appropriate mentor
* Schedule regular mentor meetings and observation time
* Support ECTs and mentors in managing training (timetable, cover)
* Maintain and update the DfE portal (cohort, pairings, withdrawals/deferrals)\*
* Monitor engagement, meetings (via Prism), and training attendance
* Conduct progress reviews in line with Appropriate Body requirements
* Ensure ECTs know how to raise concerns about their induction or progress
* Act promptly if an ECT is experiencing difficulties

[Set up and manage the early career teacher entitlement - GOV.UK](https://www.gov.uk/guidance/set-up-and-manage-the-early-career-teacher-entitlement)

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Getting Mentoring right

* Who?
* When?
* Support
* Networking
* Recognition

Communications

* How do I work with my Associate College or regional team?
* Who should I contact?
* Why should I contact them?

Notes

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# Next steps

1. **Prepare for DfE Registration** - Listen to our podcast and read the guide to registration and DfE guidance provided.
2. **Let us know you’re training with us -** Go to our website or check your Associate college or Campus are aware and have told us already.
3. **Plan for your ECTs – invest in excellence -** Plan your timetable, check you have the right mentors in place, consider what will help ECTs to settle in best at the very start of their career, finalise the sequence of modules (ECT1s). Diarise your review periods and your check-ins with mentors and ECTs throughout the year now!

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Scan the QR code to register and/or get key documents and links