



Department
for Education

Appropriate bodies guidance: induction and the initial teacher training and early career framework

May 2025

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1.Summary

This guidance contains non-statutory recommendations and suggestions for good practice, outlining what appropriate bodies ‘may’ or ‘can’ do where they have discretion over how they operate and implement the requirements of the legislation and expectations of the statutory guidance on induction for early career teachers (ECTs). The use of ‘should’ in this document identifies a strong recommendation around minimum good practice which should be applied unless there is a good reason not to do so.

Please note, this guidance only relates to induction for ECTs who start induction from September 2025 onwards and will follow a programme based on the new Initial Teacher Training and Early Career Framework (ITTECF).

For ECTs who started induction before September 2025 and are following a programme based on the Early Career Framework (ECF), please read the [Appropriate bodies guidance: induction and the early career framework](#).

1.1 Legislation this publication refers to

Sections 135A, 135B and 141C(1)(b), of the Education Act 2002 and The Education (Induction Arrangements for School Teachers) (England) Regulations 2012, as amended, (hereafter referred to as ‘the Regulations’).

1.2 Who this publication is for

This guidance is for appropriate bodies:

- Teaching school hubs (TSHs)
- Other organisations which the Secretary of State has determined can act in this role

1.3 Document History

This guidance was first published in 2021 and previously updated in April 2024 with the following clarifications:

- arrangements for full and part-time ECTs who leave a contract of employment mid-term, including how to calculate induction served and when to schedule progress reviews and assessments (see ECTs transferring during induction)
- the role of induction and appropriate bodies in relation to performance management, reference to the existing exemption from appraisal during induction and examples clarifying the boundaries of an appropriate body's role where HR processes run alongside induction (see supporting schools with struggling ECTs)
- how the appropriate body must work with any third parties to ensure the appropriate body retains responsibility for their decisions (see appropriate bodies and third parties)

1.4 What's new from May 2025

This guidance has been updated since the previous version (issued April 2024) to provide information explaining the implications for appropriate bodies of the following changes:

- From 1 September 2025, the ECF will be superseded by the updated ITTECF and as part of statutory induction schools are expected to ensure ECTs access a programme of training and support based on the ITTECF. Appropriate bodies have a role in checking that a programme based on the ITTECF is in place.
- From September 2025, the term Early Career Teacher Entitlement (ECTE) will replace the term 'ECF-based training and induction' to more clearly capture what forms the two-year period of support and training for ECTs at the start of their career. This change is to simplify the terminology used and does not represent any additional requirements to statutory induction.
- There are now two approaches schools can choose from to enable the delivery of a training programme based on the ITTECF (provider-led and school-led).
- Appropriate bodies should consider guidance set out here on the implementation of the ITTECF and how this will apply to school-led induction programmes and appropriate body fidelity checks of these programmes.
- Appropriate bodies should consider how they determine their fee structure, including appropriate fee models for fidelity checking, and consideration of per-school charges for relevant aspects of fidelity checks.

- References to Local Authorities undertaking the role of appropriate bodies have now been removed, as Local Authorities are no longer able to be appropriate bodies.
- References to the Teacher Regulation Agency (TRA) have been updated now that ECT record systems have transferred to the Department for Education (DfE).e

2. Overview

2.1 Introduction

Since September 2021, induction for teachers joining the profession has been extended to two years and has been underpinned by the ECF, which provides ECTs with a structured programme of development, support and professional dialogue. This, combined with initial teacher training (ITT), means that all new entrants to the profession are now entitled to three or more years of evidence-informed, structured training and support at the start of their career. This includes an expectation that ECTs have a dedicated mentor and a requirement that they have a reduced timetable in their first two years of teaching following qualification, giving them the time and support needed to focus on their professional development so that every new teacher is supported to lay the foundations for a fulfilling and rewarding career in teaching.

From September 2025, building on the support available to ECTs, we are introducing the ECTE. The ECTE will revise and improve the delivery of what we formerly referred to as the ECF programme, maintaining the grounding in evidence, to ensure the highest standards of professional development for new teachers.

The ECTE will be based on the new ITTECF which combines the previously separate ITT Core Content Framework (CCF) and ECF to cover the training and induction periods at the start of a teacher's career.

Training programmes for ECTs from September 2025 will be based on the ITTECF. The ITTECF sets out the entitlement of every trainee and ECT to the core body of knowledge, skills and behaviours that define great teaching, and to the mentoring and support from expert colleagues they should receive throughout the three or more years at the start of their career. ECTs will purposefully revisit the elements of teaching introduced in ITT to deepen their knowledge, understanding and practice. The ITTECF is designed to equip all trainees and ECTs with a shared body of knowledge and skills, irrespective of subject or phase.

Appropriate bodies have been instrumental in embedding the reforms to teacher induction since 2021 and will continue to play a key part in supporting the implementation of the ITTECF through their role in teacher induction. As well as ensuring that ECTs receive their statutory entitlements and that ECTs are fairly and consistently assessed, they also ensure that regard is had to statutory guidance and that ECTs receive a programme of support and training based on the ITTECF.

2.2 About this guidance

This guidance suggests ways in which appropriate bodies and the schools they work with can ensure that every ECT receives a high-quality ITTECF-based induction.

This guidance aims to:

- outline appropriate body roles and responsibilities,
- share and encourage good practice on how appropriate bodies might deliver their role to ensure the quality and consistency of their service provision.

Some parts of this guidance will refer to legal requirements as set out in regulations and expectations set out in statutory guidance which appropriate bodies must have regard to, while other parts are suggestions of good practice that we have heard about through engagement with the sector. For this reason, it is important that this guidance is read alongside the [statutory induction guidance](#) and regulations.

The guidance is designed to recognise that appropriate bodies vary significantly in context and how they operate. This means that suggested good practice that is suitable for one appropriate body may not work well for others. It is expected that in using this guidance appropriate bodies may use or adapt suggestions of good practice in the way that suits their needs.

The focus of the guidance is to explain the core elements of the appropriate body role, detail how the ITTECF relates to expectations around induction, and to offer practical suggestions drawn from discussion with appropriate bodies. These offer ideas on how

appropriate bodies may consider implementing their statutory duties¹ and how they may consider supporting the schools they work with to navigate the expectations around the induction they provide for their ECTs².

In the appendices of the guidance there are a number of template forms which may be used or adapted to appropriate bodies' own systems. They provide a clear guide to the type and extent of evidence that appropriate bodies are expected to collect from schools in respect of assessment, progress reviews and checks on the induction programme's fidelity to the ITTECF.

This guidance uses the terms:

- **'headteachers'** to mean headteachers or those undertaking the roles and responsibilities of a headteacher, for example, principals.
- **'ECT'** to mean early career teacher, referring to a newly qualified teacher in their first or second year of induction.
- **'Early Career Teacher mentor'** or **'ECT mentor'** to mean the person at the school identified by the headteacher or the induction tutor who is expected to hold qualified teacher status (QTS) and has the necessary skills, knowledge, and experience to provide mentoring for the specific subject and/or phase of their ECT. The ECT mentor is a separate role to that of ECT induction tutor.
- **'ECT induction tutor'** to mean the person at the school identified by the headteacher who is expected to hold QTS and has the necessary skills and knowledge to provide regular monitoring, support, and coordination of assessment of the ECT's progress against the [Teachers' Standards](#). The induction tutor is a separate role to that of ECT mentor.

¹ A full list of the roles and responsibilities of appropriate bodies can be found in paras 5.8-5.12 of the statutory induction guidance: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

² A full list of the roles and responsibilities of headteachers, induction tutors and mentors can be found in paras 5.3-5.7 of the statutory induction guidance: <https://www.gov.uk/government/publications/induction-for-early-career-teachers-england>

- **‘Initial Teacher Training and Early Career Framework’** or **‘the ITTECF’** to mean the framework document.
- **‘Early Career Training Entitlement’** or **‘the ECTE’** or **‘the ECT entitlement’** to mean the two-year period of training and support – the ECTE is an entitlement to a dedicated mentor and induction tutor, and time off timetable, assessment against the Teachers’ Standards, as well as provider-led or school-led training based on the ITTECF. All aspects of induction should be referred to as part of a wider entitlement to training and support.
- **‘training programme’** to mean the training programme element of the ECTE. A training programme will be provider-led or school-led and should be based on the content of the ITTECF.
- **‘provider-led’** to mean a DfE-funded ECTE training programme designed and delivered by Lead Providers and their Delivery Partners.
- **‘school-led’** to mean an ECTE training programme designed and delivered by schools. Schools may use the freely available school-led materials developed by Lead Providers and accredited by the DfE, but this is not a requirement.
- **‘a school using a DfE funded training provider to deliver the training programme’** to mean schools who have chosen a provider-led ECTE training programme. The Lead Provider or their Delivery Partner will deliver training to the ECTs and mentors.
- **‘a school designing and delivering their own training programme’** to mean a school who has chosen the school-led route and is designing and delivering their own training programme. They might use the school-led materials, in part or in full, but this is not a requirement.
- **‘assessment’** to mean the formal assessment of ECTs against the Teachers’ Standards. At the end of induction, this determines whether they pass or fail statutory induction.

- **‘progress reviews’** to mean regular reviews of an ECT’s performance, conducted by their induction tutor. These are designed to monitor an ECT’s progress towards meeting the Teachers’ Standards.

3. Roles and responsibilities

3.1 Who can be an appropriate body?

The following organisations can act as the appropriate body:

- TSHs – the lead school of the TSH is considered to be the appropriate body
- Other organisations which the Secretary of State has determined may act in this role.

3.2 Roles and responsibilities

Appropriate bodies support the schools and teachers they work with in a variety of ways and their core functions are central to ensuring that schools provide adequate support to teachers at the start of their teaching career.

Appropriate bodies have two key roles which will be described in this guidance:

- **Monitoring of support** – appropriate bodies will
 - check that ECTs are receiving their statutory entitlements, and that regard is had to the statutory guidance
 - provide ITTECF fidelity checks for the school-led route, ensuring schools are supported to provide ECTs with an ITTECF-based induction. This aspect of the monitoring of support role is explained in more detail in Section 4: ‘ITTECF fidelity checking’ of this document.
- **Monitoring of assessment** – appropriate bodies will make the final decision as to whether the ECT has satisfactorily met the Teachers’ Standards, based on the headteacher’s recommendation.

3.3 Monitoring of support

Independent quality assurance of statutory induction, through the role of the appropriate body, is important for ensuring that schools provide adequate support for their ECTs and have regard to the statutory guidance.

Establishing relationships with schools

The level of support a school might need from its appropriate body in order to provide a suitable ITTECF-based induction will vary depending on their context and circumstances so it is important to introduce key members of staff working within the appropriate body to the headteacher and induction tutor early on to establish a relationship.

Through establishing a good relationship with a school, the appropriate body can satisfy itself that the headteacher understands their statutory duties and will be in a better position to promptly identify when something changes in the school that would be a cause for concern. The appropriate body could also use its initial contact with a school to understand what provision has been made for statutory induction and where the school might benefit from additional support and guidance.

Appropriate bodies may provide support to schools by offering:

- Introductory sessions, training or briefings for ECT induction tutors, ECT mentors and ECTs to make sure they understand their roles and responsibilities.
- An induction handbook for ECTs and ECT induction tutors, ECT mentors and headteachers which could provide information on key induction areas such as statutory entitlements and how to raise issues or concerns, including when and how to contact the appropriate body directly.
- Additional advice for ECT induction tutors such as action plan templates for ECTs who need additional support.
- This type of support could be particularly helpful for schools with new ECT induction tutors; schools which have not recently had ECTs; or those who appoint fewer ECTs and may be less familiar with the requirements of induction.

If a headteacher requests guidance or support on how to offer an ITTECF-based induction, appropriate bodies can direct schools to a provider-led induction programme³, where it is available. Alternatively, if the school would prefer to offer its own school-led programme, appropriate bodies can signpost schools to the freely available school-led materials and resources and should ensure the school is aware that it will need to have the design and delivery of the programme fidelity checked by the appropriate body for a fee agreed in advance with the school.

Support prior to the start of induction

Once an appropriate body has received notification from the headteacher that they have appointed an ECT, the appropriate body should satisfy itself the institution is one where induction may be served and is expected to notify DfE via the '[record inductions as an appropriate body](#)' service that the ECT has started, or will start, an induction period.

³ Further information on the approaches to delivery of an ITTECF-based induction is available at: <https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects>

The appropriate body should then begin checks of the support in place. These checks should start as soon as possible to ensure the necessary staff and arrangements are in place before induction begins.

Table 1: Pre-induction checklist

WHAT to check	WHY check it (to ensure that...)
The headteacher has provided a suitable post for induction ⁴ and is aware of their statutory duties towards induction ⁵ .	The ECT has the appropriate conditions and opportunities to complete induction and their role will enable them to demonstrate they meet the Teachers' Standards.
The headteacher has verified that the award of QTS has been made.	The ECT meets the requirements to commence induction.
The ECT is aware of their statutory entitlements, knows who their appropriate body is and is provided with a named contact (or contacts) within the appropriate body with whom to raise concerns.	The ECT is aware of their statutory entitlements and has appropriate contacts if they need to raise concerns about their induction.
The school is providing a reduced timetable in addition to planning, preparation, and assessment time.	The ECT has sufficient time to engage with the ITTECF-based induction programme; this is also a statutory requirement.
The mentor has the ability and sufficient time to carry out their role and this has been built into timetabling.	The mentor has sufficient time to facilitate the support they provide ECTs with during induction, and where appropriate participate in training.

⁴ Para 2.18 of the [statutory induction guidance](#) outlines what makes a suitable post for induction.

⁵ Para 5.3 of the [statutory induction guidance](#) outlines the roles and responsibilities of the headteacher

The induction tutor has the ability and sufficient time to carry out their role.	The induction tutor has sufficient time to facilitate the support they provide ECTs with during induction.
The headteacher has confirmed the type of training programme based on the ITTECF they are providing (see Section 4 'ITTECF fidelity checking' for further detail).	The appropriate body can apply the required level of checks to ensure the ECT has access to a high-quality knowledge-based induction.

Most of these initial checks can be done through correspondence with the headteacher and/or the induction tutor. Where the appropriate body asks the school to supply information or evidence that they have fulfilled their duties, they should be mindful of the workload this might create for the school and the proportionality of the request.

ECT mentors

The headteacher or the induction tutor should identify a person to act as the ECT's mentor. The ECT mentor is expected to hold QTS and have the necessary skills, knowledge and experience to provide regular mentoring and support⁶. Where possible, this includes having the skills and experience to provide mentoring for the specific subject and/or phase of their ECT. It is important that ECT mentors are given adequate time to carry out their role effectively and to meet the needs of the ECT.

ECT and mentor sessions are expected to be timetabled during teaching hours as schools are funded to cover the time off timetable. The headteacher and appropriate body are expected to ensure that mentors are given sufficient time to carry out the role effectively and meet the needs of their ECTs. In exceptional circumstances where schools require

⁶ Para 5.7 of the [statutory induction guidance](#) summarises the roles and responsibilities of the ECT mentor.

flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time.

When considering requesting information or evidence to ensure that mentors have sufficient time to do their role effectively appropriate bodies should be mindful of school workload. Appropriate bodies may request to see mentoring timetables if concerns around mentor time have been raised and may consider integrating timetable checks in already existing quality assurance checks such as during school visits or as part of ITTECF-fidelity checks.

ECT induction tutors

The headteacher should identify a person, or persons, to act as ECT induction tutor for the ECTs serving induction. An ECT induction tutor is expected to hold QTS and have the necessary skills, knowledge and experience to be able to assess the ECT's progress against the Teachers' Standards⁷.

Some schools with multiple induction tutors may choose to have an induction lead, a non-statutory role that oversees the school's statutory induction provision, allocates induction tutors to ECTs for assessing against the Teachers' Standards and, if required, supports the headteacher in planning an ITTECF-based induction.

It is very important that the ECT induction tutor is given sufficient time to carry out their role effectively. The headteacher is responsible for ensuring that the person(s) identified to carry out the ECT induction tutor role have sufficient time to undertake the necessary duties of the role effectively. Where appropriate bodies have concerns that the expected monitoring and support and the coordination of assessment of an ECT is not being conducted effectively by an ECT induction tutor due to insufficient time, they are expected to raise concerns with the headteacher and clarify expectations.

⁷ Para 5.6 of the [statutory induction guidance](#) summarises the roles and responsibilities of the ECT induction tutor.

Reductions to induction

It takes time to develop the skills needed for a successful career in teaching which is why all ECTs are entitled to a two-year induction programme. The default expectation should be that all ECTs complete a full two-year induction, not only to allow them time to demonstrate that they have met the Teachers' Standards, but also to allow them to benefit from training, study and mentoring and to have time to apply this to their teaching practice and develop their skills without the pressures of a full timetable.

As set out in the [statutory induction guidance](#), in exceptional individual cases, a headteacher or ECT might request a reduced induction period on the basis that the ECT has significant experience of teaching whole classes to the Teachers' Standards. As reductions should normally only be considered on the basis of significant prior teaching experience, it is recommended that in most cases the length by which induction is to be reduced is to be agreed ahead of the ECT commencing their induction period, so that the relevant prior experience is taken into account in planning the period of induction that remains to be served. The agreed reduced induction period is expected to enable the ECT to focus on any specific areas they need to develop or practise to demonstrate that they fully meet the Teachers' Standards. Appropriate bodies can reduce the length of the induction period to a minimum of one term at their discretion. In making this decision, the appropriate body should consult the headteacher (in particular as to whether the ECT is meeting the Teachers' Standards) and must always gain the agreement of the ECT.

Appropriate bodies should carefully consider what evidence is appropriate for demonstrating significant prior teaching experience. This could include:

- referrals from previous employers confirming the type and length of teaching experience
- performance management records or other documentation from previous employers
- a written submission from the headteacher or ECT addressing how previous teaching experience was significant **and** how it met the Teachers' Standards

Any reduction to the induction period should only be made on the basis that the ECT has met the Teachers' Standards. When determining the length by which induction is to be reduced appropriate bodies are expected to consider the remaining progress that is to be made against the Teachers' Standards.

Whilst teachers who have taught in the independent sector for an extensive time or those teachers that gained QTS via the assessment-only route are examples of when reduced inductions might be considered, there is no automatic entitlement to a reduced induction or to the minimum length to which an induction can be reduced.

Appropriate bodies should be particularly mindful of any ECT being denied their entitlement to a two-year induction unnecessarily. If a teacher wishes to serve the full induction period, even if they are eligible for a reduced induction, they must be permitted to do so.

Reductions to induction should never be used because the school does not have the resource to offer a full-length induction.

Additionally, further considerations apply to reductions for part-time ECTs, set out in the following section.

Part-time ECTs

The default expectation is that part-time ECTs should serve a full induction equivalent to two years pro rata in order to benefit from training, mentoring and to have time to apply what they learned to their teaching practice and develop their skills without the pressures of a full timetable.

However, appropriate bodies have the ability to use their discretion in deciding whether it is appropriate to reduce the induction period for ECTs who are completing induction on a part-time basis.

Except for part-time ECTs that have already qualified for a reduced induction (for example, based on significant prior teaching experience), the appropriate body, dependent on the case, may want to only consider granting a reduction and bringing forward the final assessment point once the ECT has been employed as an ECT for a total of two school years (even though, as part-time ECTs working pro rata, they will not have served the

equivalent of two years of induction by that point). The appropriate body must be satisfied that the ECT has met the Teachers' Standards.

For example, an ECT starting induction in September 2025 and working 0.5FTE would ordinarily be expected to complete a four-year induction finishing in summer 2029, but once sufficient evidence has been gathered that the ECT's performance against the Teachers' Standards is satisfactory they can be considered for a reduction from summer term 2027. A prerequisite for considering reduction from the two-year point will be that the ECT is considered to be meeting the Teachers' Standards. In making this decision, the appropriate body should consult the headteacher and must always gain the agreement of the ECT concerned.

ECTs transferring during induction

Many ECTs transfer between schools and/or appropriate bodies during induction, whether it is to start a new teaching post or to resume teaching after a break in employment. The [statutory guidance](#) provides full guidance on how and when to record progress at the point of leaving a post, whether an interim assessment is required, how absence or extensions up to that point should be recorded and how to unclaim ECTs and transfer records to their new school or appropriate body. Further guidance is provided here on how to calculate the remaining period of induction, to illustrate how the [statutory guidance](#) (paragraphs 2.33-2.34) should apply.

An ECT must serve a minimum period of one school term for that induction to count as time served on induction. Thereafter any further induction served under a continuous period of employment will count towards the two-year induction.

Example A – full time: for a full time ECT this means that if they leave a post before the end of their first school term (e.g. September-December) that term will not be counted on their record and they must restart term 1 when they resume their induction. If they complete that term they will count one term on their record. And anything in addition to that term will also be counted for as long as they are in post. So if they serve 1.5 terms of their induction in a post then move schools they will be considered to have served 1.5 terms of induction and will only need to continue induction from the point of halfway through the

second term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

Example B – part time: to compare for a part time ECTs serving induction, illustrating with an ECT working at 0.5FTE, this means that if they leave a post before the end of their first school term (e.g. September-December), that term will not be counted on their record and they must restart term 1 when they resume induction. If they complete that school term (e.g. September-December) they will count 0.5 terms on their record. Anything in addition to that term will also be counted for as long as they are in post. So if they serve 1.5 terms of induction in a post then move schools they will be considered to have served 0.75 terms of induction pro rata and will need to continue induction from the point of three quarters of the way through the first term, whether or not there is a period of time between the first and second teaching posts where the ECT is not employed in teaching.

When an ECT leaves a post mid-term appropriate bodies should ensure schools follow guidance on interim assessments (see [statutory guidance](#), paragraph 2.62).

When an ECT joins a new post part way through their induction, the appropriate body should ensure schools are aware of the need to continue induction from the point they reached, and separately the requirement that the ECT serves a full term in their new post before they are reviewed (through a progress review or formal assessment, whichever is due).

So in the case of example A above, the full time ECT would start their second post in the new school 1.5 terms into their induction. They would have had an interim assessment from their previous school but would not receive a first progress review from their new school until they had been there for a full school term, meaning by that point they would have served 2.5 terms. It would then be for the appropriate body and school to make sensible arrangements around the timing of the first formal assessment which would be due half a term later at the end of term 3 with the next progress reviews due at termly intervals after that.

In the case of the part time ECT in example B, this would mean that the ECT would start in their new post at the point of 0.75 terms into their induction and would also have received an interim assessment from their previous school. Their first progress review would then be

due at the end of their first full school term (regardless of their pro-rata total by that point). So if they continued at 0.5FTE they would have completed 1.25 terms by the point of their new school's first progress review. These reviews would then continue at termly intervals until the ECT reached the point of their first formal assessment.

Support during induction

Over the course of the induction, the appropriate body will continue to check that the ECT is receiving their entitlements, and that regard is had to the statutory guidance.

Appropriate bodies are encouraged to check access to these entitlements at the formal assessment checkpoints, as a minimum. Some appropriate bodies may choose to conduct additional visits/observations or gather information from schools outside of the formal assessment period and choose to build in additional entitlement checks as part of their progress review forms and other quality assurance processes, as resource and capacity allows. This is permitted, provided that they have the agreement of the school.

To check ECTs' access to entitlements, appropriate bodies may consider:

- Using progress reviews and formal assessment forms to ask ECTS about their access to entitlements
- Contacting some ECTS inbetween assessments via phone or email to check access to entitlements
- Offering training for ECTs to make them aware of what they should expect and how to contact appropriate bodies/ unions if their entitlements are not met
- Conducting surveys of randomly selected ECTs to check access to entitlements
- Asking ECTS about their access to entitlements during school quality assurance visits.

Table 2: Ongoing quality assurance of induction - appropriate body checklist

WHAT to check	WHY check it (to ensure that...)
In the first year of induction, the ECT has a reduced timetable of no more than 90% of the timetable of the school's existing teachers.	The ECT has sufficient time to engage with the ECTE, including access to a programme of training and support based on the ITTECF.
In the second year of induction, the ECT has a reduced timetable of no more than 95% of the timetable of the school's existing teachers.	The ECT has sufficient time to engage with the ECTE, including access to a programme of training and support based on the ITTECF.
An ECT's teaching is observed at regular intervals and has prompt follow up discussion.	The ECT has fair and effective assessment of their teaching practice, conduct and efficiency against the Teachers' Standards.
An ECT observes experienced teachers.	The ECT has appropriate opportunity to observe effective teaching practice.
The ECT has access to a structured induction programme based on the ITTECF (see Section 4: 'ITTECF fidelity checking' for more detail).	The ECT has access to a high-quality knowledge-based induction.

When planning how to monitor support for ECTs across their registered schools, appropriate bodies may consider:

- Committing to visit a minimum percentage of their total schools per academic year
- Allowing for additional visits by exception or at the request of a school if a problem is identified
- Integrating appropriate body checks into visits to schools that appropriate bodies might make for other purposes, for example in their capacity as a training provider
- Staggering school visits depending on need, to maximise coverage
- Using a mixture of both virtual and in person school visits to maximise coverage. Using a mixture of both virtual and in person school visits to maximise coverage Using a mixture of both virtual and in person school visits to maximise coverage.

Where possible, appropriate bodies are advised to have regular contact with the schools and ECTs that they support. This might include visits or meetings with schools to assure themselves of the quality of induction being provided.

When planning how to prioritise quality assurance checks across their registered schools, appropriate bodies may factor in if schools:

- Have a new headteacher, ECT induction tutor or ECT mentor
- Have multiple ECT induction tutors; or, a single ECT induction tutor or ECT mentor for a large number of ECTs; or, a single individual offering both the ECT mentor and ECT induction roles
- Are employing ECTs for the first time or have not employed ECTs recently
- Are employing ECTs for the first time or have not employed ECTs recently
- Have opted for the school-led training route
- Have experienced difficulties with ECTs or induction
- Have submitted poor quality progress reviews or formal assessment reports
- Have not engaged with the materials, correspondences and training provided by the appropriate body
- Have received an Ofsted judgement identifying a weakness

Appropriate bodies should especially consider conducting quality assurance checks where more than one of the above factors is present in the same school. Appropriate bodies should especially consider conducting quality assurance checks where more than one of the above factors is present in the same school.

Informal support

Through engagement with the sector, we know that many appropriate bodies provide informal support to ECTs beyond the statutory quality assurance checks they undertake at key points in the academic year.

Informal support is encouraged, and many appropriate bodies already have these services in place. In examples described below, these support tools aim to improve communications and access to targeted support, outside of the structured programmes an ECT receives.

By way of informal support to schools and ECTs, appropriate bodies may consider:

- Engaging with induction tutors, headteachers, mentors and ECTs through regular newsletters, meetings, and/or conferences
- Providing access to phone and email helpline services, and/or consultation services
- Offering targeted support, training and follow-up sessions for new induction tutors or schools who request additional support

Appropriate bodies are encouraged to review how their informal support services align to, and complement, the expected ITTECF-based induction for all ECTs. It is recommended that appropriate bodies communicate clearly to schools and ECTs what informal support is available to them and how it can be accessed.

For example, a telephone helpline service would be helpful to answer ECTs' questions related to the statutory guidance on induction, whereas questions related to an ECT's specific induction programme would be better directed to the school's ECT induction tutor or the Lead Provider delivering their programme.

3.4 Causes for concern

Appropriate bodies have an important role in ensuring ECTs are receiving appropriate support throughout their whole induction and should aim to foster a collaborative and supportive relationship with the schools they are working with. This is especially important where ECTs are experiencing difficulties and need additional support, or where school leaders are less experienced or less familiar with statutory induction. On occasion, this might mean appropriate bodies need to signpost the school to the statutory induction guidance and regulations.

Supporting schools experiencing difficulties

If a school submits paperwork that gives the appropriate body cause for concern, for example due to incorrect or incomplete information which the appropriate body requires to complete their checks, in the first instance they are expected to work with the headteacher to clarify the expectations and provide advice on the information that is required. If the headteacher and ECT induction tutor cannot resolve the issue, appropriate bodies may seek to engage the school's or trust's governing body as appropriate.

We know that most schools foster strong and supportive working relationships with their appropriate bodies. In exceptional circumstances where there is a concern that induction is not being conducted with regard to the statutory guidance and that concern cannot be resolved with the school or its governing body the appropriate body can notify DfE who will consider appropriate action on an individual basis. Escalation to the DfE should only be taken where collaborative steps to ensure regard is had to statutory guidance have been exhausted. It will not be a proportionate response in most cases where ongoing collaboration between appropriate bodies and schools is normally the most constructive route to resolving issues.

Supporting schools with struggling ECTs

Where an ECT may be experiencing difficulties, some schools may require support from their appropriate body to address specific areas of performance that require further development. It is recommended that appropriate bodies work collaboratively with schools where there are issues around an ECT's performance and encourage schools to put in place appropriate action plans. Some appropriate bodies, when schools inform them about a struggling ECT, trigger a more intensive level of support, including additional visits to the school where appropriate.

Some appropriate bodies choose to support schools with struggling ECTs by:

- Investigating, with the school and ECT, the root cause of the issue
- Offering additional or more intensive support during quality assurance visits, including joint observation(s) with the induction tutor/mentor as appropriate, and reporting the findings to the school
- Helping the school to put in place an appropriate action or support plan
- Monitoring any support plan with regular check-ins
- Signposting to CPD opportunities that might help the ECT
- Signposting to continuing professional development opportunities that might help the ECT.

Some appropriate bodies choose to support struggling ECTs by:

- Reviewing, with the ECT, their action or support plan
- Ensuring ECTs are clear about who to speak to if they need to raise wider issues, such as referrals to helplines or sources of guidance, and where necessary to their employer, including where appropriate their employers grievance process if their issues are beyond the remit of the appropriate body to investigate or advise on (see below)
- Ensuring ECTs are clear about who to speak to if they need to raise wider issues, such as referrals to helplines or sources of guidance, and where necessary to their employer, including where appropriate their employer's grievance process if their issues are beyond the remit of the appropriate body to investigate or advise on (see below).

Further suggestions on how appropriate bodies might support schools with the formal assessment process can be found in the section on monitoring of assessment.

Appropriate bodies must ensure schools are aware that ECTs are not subject to appraisal⁸ and as such need to support ECTs throughout induction to address areas of performance requiring development. The role of the appropriate body is to ensure that schools are providing support and induction entitlements to ECTs and are assessing ECTs' progress fairly during induction, i.e. against the Teachers' Standards and on the basis of evidence.

Where serious concerns are raised that fall outside of this, the appropriate body has no remit to advise the ECT or their employer on any HR procedures or decisions, such as in relation to capability, misconduct, or complaints between the ECT and their employer around the behaviour of staff. In such instances the appropriate body has no advisory role but may choose to signpost the school or ECT to their employer's own internal policies or grievance procedures as appropriate. These processes may run in parallel with induction but they are independent processes which are the responsibility of the employer not the appropriate body.

It is also not the role of the appropriate body to provide or confirm evidence about the ECT's conduct or progress to the employer directly for the purposes of any HR processes, although the employer, obtaining its own HR advice, may choose, to take into account any evidence or records produced for the purposes of induction as part of its HR processes.

The appropriate body should take care to ensure that, particularly where a support plan, progress review or a formal assessment record is disputed, they have cross checked evidence to ensure every ECT's progress is being assessed fairly and on the basis of evidence against the Teachers' Standards. The appropriate body may want to consider what records they keep of such processes in order to be able to demonstrate that they have maintained an objective position in relation to the fair assessment of an ECT's performance and their ongoing support throughout induction regardless of any other HR processes which may apply.

⁸ As set out in [The Education \(School Teachers' Appraisal\) \(England\) Regulations 2012 \(legislation.gov.uk\)](#)

3.5 Other regulatory restrictions on appropriate body operations

Appropriate body charges

Regulations allow appropriate bodies to make a reasonable charge for their services in exercise of their functions under the Regulations. In determining their fee structure, appropriate body charges must be reasonable and not exceed the cost of exercising their function in supplying such service which would also mean that these charges are fair and proportionate and should be agreed in advance with the school according to their costs and operating models. Fees per service should not differ per type of school unless there is a clear, consistent and justifiable additional cost to the appropriate body for providing services to particular types of institution. Appropriate bodies are encouraged to incorporate additional support for schools and ECTs within their standard fee to avoid schools being discouraged by any extra charges should they need additional or exceptional support.

Appropriate bodies are accountable for their charges to schools and must ensure they adhere to the current legal limit that only allows them to make a claim for reasonable charges. Appropriate bodies are expected to have a transparent fee model so that schools understand what is included in the service they are paying for. All charges should be set out clearly in the fee schedule to provide a transparent fee model.

Additional considerations for fidelity checking charges on the new school-led route

When considering fee structures for fidelity checking, we recommend appropriate bodies make clear which costs are incurred for checks made at school level versus those which relate per ECT, and set out fees accordingly to ensure they are charging fairly and reasonably. School-level checks do not need to be repeated per ECT. This is to ensure fair, reasonable and proportionate charges are agreed when several ECTs are part of the same school-led programme, or if a school has had a fidelity check of their programme design conducted recently. Costs should consider whether the checks are of a new or ongoing existing programme, although in every case fidelity to the new ITTECF will need to

be verified even where adapted from a previously checked ECF-based induction programme. See Section 4 for the four-step process for fidelity checking, in particular ‘ITTECF fidelity checks for schools that have already completed a full two-year fidelity checked induction programme’. Additional checks on the delivery of the programme to each ECT however should also be part of the way in which fidelity checking is conducted and appropriate bodies may consider whether to charge separately for these on a per-ECT basis (compared to a school-level check of the programme design) if this best enables the appropriate body to charge fairly and consistently while only recovering costs incurred.

The way that training and support for ECTs is delivered may take different forms depending on the school’s choices and circumstances. To provide greater flexibility in how schools can deliver training, we have simplified our processes and guidance by having only two options for schools: use a DfE-funded training provider or deliver your own training. For schools who want to deliver their own training, the department will continue to provide freely available, school-led materials which schools can choose to use flexibly. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The approaches are:

- **A DfE-funded provider-led programme** - Schools can choose to work with providers accredited by the DfE who will design and deliver a programme of face-to-face and online training to ECTs and new mentors. This programme is funded and quality assured via the DfE and the Education Endowment Foundation (EEF) so does not require fidelity checking.
- **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 ECTs and mentors, to deliver their own training programme. These materials have been accredited by the DfE and quality assured by the EEF.

Acting on advice from experts and steering groups involved with the review of the programme in 2023, the distinction between a ‘materials based’ route and a ‘school led’

route has been removed so that any school-led provision will be known as a 'School-led Early Career Training Programme'. This has been done to simplify the choice for schools, and to encourage more flexibility in how schools use the school-led materials. It is intended to aid schools in utilising the materials to create their own unique training programmes and so better realise the benefits of school-led provision of contextualising and tailoring the programme to their own settings and ECTs' needs and experiences. The DfE anticipates that most schools will continue to use DfE-funded training delivered by providers but want to ensure that schools who do want to deliver their own training have the flexibility and resources to do so.

The flexibility for schools to use the school-led materials may vary the extent and depth of fidelity checking required. Appropriate bodies may wish to consider whether to adapt their fidelity checking fee structure to account for this variation. This may include appropriate bodies modifying their fees to account for how far schools utilise the school-led materials in planning their programmes in each case, depending on how closely or otherwise they have followed the materials, if these variations in approach have a bearing on the cost incurred to the appropriate body in making the fidelity checks.

In 2024 and previous cohorts, appropriate bodies may have offered differing charges for the two school-led routes where those adhering to the DfE-accredited materials were charged less due to the established sequence and rationale ensuring good fidelity to the ECF. From September 2025 onwards when the new school-led materials will be based on the ITTECF, schools will have greater freedom on how to use the materials, therefore appropriate bodies will need to be mindful of balancing the need to cover their costs while still ensuring that using the school-led materials remains a viable alternative to the DfE-funded provider-led route. Appropriate bodies must not artificially inflate their costs with the intention to discourage schools from delivering their own programme.

Appropriate bodies and third parties

Appropriate bodies have no power to delegate their regulatory duties and powers. The appropriate body role is set out in the Regulations referred to under section 1.2 of this

guidance⁹, which explains who can act as an appropriate body and the regulatory duties of an appropriate body.

In the case of TSHs the appropriate body is the lead school that received the TSH designation. This means that for every ECT that is claimed by that appropriate body, the appropriate body cannot delegate or share its responsibilities with another TSH, appropriate body, third party or across a wider network or partnership of bodies. It must retain direct responsibility and take all decisions relating to the ECTs for which it is appropriate body.

The organisation of work is a matter for each appropriate body. We anticipate that, on a day-to-day basis, appropriate body responsibilities are delivered and decisions are taken via those working for each appropriate body which retains overall accountability. Those working for the appropriate body would normally mean their employees or others directly working for and accountable to the appropriate body, as part of their workforce.

Determining the exact nature of the necessary relationship (such as an employment relationship) to ensure proper accountability is fact specific – this guidance cannot be definitive on this and, where uncertain, appropriate bodies may need to consider this with their own Human Resources team or other advisers.

Overall, appropriate bodies should ensure that those taking decisions on its behalf have the appropriate authority to do so, in line with the Regulations referred to under section 1.2. 'Third parties' in this guidance refers to other organisations or individuals who do not work directly for the appropriate body.

Appropriate bodies may choose to work with third parties who can support the delivery of their appropriate body service. Third parties can support the administrative or operational functions, but the appropriate body must retain responsibility for the duties and powers as set out in Regulations referred to under section 1.2.

⁹ Appropriate bodies must retain responsibility for their statutory functions when working with third parties. This new section, as per other sections in this guidance, includes both statutory elements ("musts") which are underpinned by the broader regulatory framework and also non statutory ("best practice") elements. The reader is reminded to read this guidance alongside statute, regulations and statutory guidance.

It is not sufficient for an appropriate body to simply 'rubber stamp' administrative functions conducted by third parties on its behalf. To ensure that regulatory duties and powers are delivered to a high standard, appropriate bodies are expected to make informed decisions as well as implement robust quality assurance processes to oversee any third parties supporting the delivery of their appropriate body service. As set out below, appropriate bodies remain accountable for all aspects of their role, so must also maintain sufficiently close oversight of all activities undertaken by third parties on behalf of the appropriate body, which might include checking entitlements, assuring the teacher's supervision and training, providing additional support to ECTs not making sufficient progress, and ensuring that record keeping is done correctly.

In summary what this means in practice is that where appropriate bodies work with third parties, the appropriate body must remain directly responsible for all functions and must directly make all key decisions, which includes:

- Decisions on induction e.g. in every individual case, each decision required around the suitability of a post or placement for serving induction, whether an ECT's assessment demonstrates that they have successfully met the Teachers' Standards to complete induction or whether an extension or reduction should be applied.
- Maintaining oversight of and accountability for all activities undertaken by third parties, recognising that the appropriate body role cannot be delegated, so where 'groundwork', monitoring or information gathering is done on behalf of the appropriate body by a third party, the appropriate body through its oversight retains responsibility and accountability for all core elements of their role.

Appropriate bodies should also consider how they retain direct responsibility for their functions in respect of:

- Ensuring services are conducted according to the agreed operating policies and processes of the appropriate body, including all branding and messaging to schools
- Quality assurance of any third parties supporting the delivery of appropriate body services
- Setting out a clear pricing structure

- Charging schools for appropriate body services.

Being clear with schools and ECTs which organisation is the appropriate body

Only the TSH lead school or organisation registered as the appropriate body should refer to itself as an appropriate body. Any third party, including those who have previously operated as appropriate bodies but no longer have that status (including local authorities no longer registered as appropriate bodies), should be led by and adhere to the appropriate body's approach when offering appropriate body services in any supporting functions it undertakes on behalf of that appropriate body. Third parties should make clear to any schools, institutions and ECTs that they work with that they are not the appropriate body but are supporting the appropriate body in delivering specific parts of its role.

Consistency of services and prices within an appropriate body

Appropriate bodies are expected to set out a service offer and clarity over how functions should be conducted by all parties operating on behalf of the appropriate body, with transparent and consistent pricing that applies to all schools to which it offers appropriate body services. Only appropriate bodies may charge schools for appropriate body services. This means that schools should make payment directly to the appropriate body and not to any third party. The services and prices should be consistent regardless of which third parties may be supporting individual schools. For example, a TSH which commissions the support of several third parties to facilitate the delivery of its appropriate body service should apply the same pricing structure to all schools regardless of which third party the school is working with. Para 2.26 of the statutory guidance and section 3.5 of this guidance provide more information on how appropriate bodies may make reasonable charges agreed in advance not exceeding the cost of supplying the service.

Appropriate body oversight and quality assurance of its functions

Deciding which organisations to work with is a matter solely for individual appropriate bodies. There are no restrictions on the types of organisations that can work with appropriate bodies to deliver their services, including local authorities and their wholly

owned subsidiaries. However, where appropriate bodies contract the support of third parties, they should have robust quality assurance processes in place to ensure that any third parties are delivering the appropriate body support to a high standard.

It should also be clear to the schools and ECTs working with an appropriate body that the services provided are coming from a single point. In practice, this means that appropriate bodies should consider the branding and information on all communications and interactions that schools and ECTs receive. For example, if an appropriate body contracts support from a third party, any communication between that third party and the school in relation to the appropriate body services should be under the branding of the appropriate body and be clear that the third party is delivering services on behalf of the appropriate body. This is particularly important where a third party also provides additional services to the school on a separate basis (e.g. through its role as a local authority or as a training provider) so that there is no confusion about who the appropriate body is and who is ultimately responsible for the appropriate body services.

Checking and monitoring via third parties

A third party may undertake checks and monitoring on behalf of the appropriate body to ensure an ECT's induction is being conducted in line with the guidance and regulatory requirements, and where they find this is not the case they may work with the school to point out where compliance and practice needs to be adjusted or put in place. However, the appropriate body should be notified in these instances and if a school does not comply with the advice given, the third party should refer such cases to the appropriate body for a decision on what further action should be taken.

Similarly, a third party can support a school and ECT where there are issues with that ECT's progress, but should ensure the appropriate body is notified in each case and where sustained issues remain should consult the appropriate body for its decision on how the situation should be handled. It is important that the appropriate body sets up systems with any third parties to ensure it is made aware of any issues relating to an ECT's progress during the induction period, not only at the point of a decision required to consider a fail or extension.

Where third parties gather data on behalf of the appropriate body the appropriate body is responsible for ensuring transparency for schools and ECTs on who holds their data for which purposes and ensuring all data sharing permissions are in place.

Ensuring the appropriate body takes decisions

Appropriate bodies must also ensure that third parties are not asked to independently make any decisions which can only be undertaken directly by the appropriate body. This includes all individual decisions on induction assessment, and extensions and reductions to induction. In each instance while a third party can review information and make recommendations on decisions, the decision can only be taken by the appropriate body and the appropriate body must actively agree all proposed assessment outcomes, reductions and extensions on the basis of evidence it has considered.

The requirement on the appropriate body to make all decisions directly includes where an appropriate body may use a panel to moderate assessment decisions. We encourage appropriate bodies to consider the benefits of setting up expert panels for the purposes of ensuring its decisions are taken in a fair and consistent way, but panel recommendations can only inform the appropriate body and must not replace the appropriate body's direct role in making a decision for each ECT's assessment.

Appropriate bodies are expected to build strong relationships

All appropriate bodies should have a direct relationship with their schools and ECTs at some level, as strong relationships are at the heart of successful appropriate body services. To support those relationships, it should be clear to schools and ECTs which organisation is fulfilling which role, especially when schools receive multiple services from the same organisations.

As set out at para 2.28 of the statutory guidance, appropriate bodies are expected to provide ECTs with a named contact (or contacts) within the appropriate body with whom to raise concerns. This will ensure that any ECT who has concerns about their statutory entitlements can contact the appropriate body directly and providing this contact information could be the starting point for appropriate bodies to establish relationships with their ECTs.

Appropriate bodies and their third parties should aim to use a single system to collect information from schools and ECTs to avoid additional workload and confusion.

Ultimately it is the responsibility of the appropriate body to ensure accurate records are retained and that correct information is supplied as required to DfE and to the Teaching Regulation Agency where appropriate.

Managing conflicts of interest

The regulations set out circumstances where a TSH cannot act as an appropriate body for an ECT. This is to avoid a possible conflict of interest in passing the ECT's induction. It is important that TSHs who act as appropriate bodies note:

- A TSH that is an accredited ITT provider cannot be the appropriate body for an ECT for whom it recommended that the award of QTS should be made
- A TSH cannot be the appropriate body for an ECT whom it employs, or who has served any part of their induction at that school.

A TSH requiring appropriate body services for their own ECTs in these scenarios should seek the services of an alternative appropriate body. It might be helpful to find a reciprocal arrangement with another TSH. For the avoidance of doubt in determining a conflict, within the induction regulations, the lead school of a TSH is the body designated as the TSH, so it is the lead school which is considered to be the the appropriate body.

3.6 Ceasing operations as an appropriate body

Where an appropriate body is due to cease operating, it should be aware of its responsibilities in relation to induction data and records, and consider additional communication and collaboration wherever appropriate to support the schools they work with and to ensure a smooth transition for any ECTs who will experience a change of appropriate body during their induction. This includes:

- **Communications:** Considering how to put in place effective and timely communications to schools about their appropriate body service provision. The key

pieces of information schools will need to know are: when they will no longer be able to receive appropriate body services from their current appropriate body, and their alternative appropriate body service options (this should be the local TSH in most cases).

- **Coordinating ECTs transferring to another appropriate body service:** Consider how you can coordinate at a local level to ensure that no gaps in appropriate body provision occur that would temporarily prevent an ECT from undertaking statutory induction.

Checklist for organisations that will cease operating as an appropriate body:

- Notify the school of the change in their provision and available alternatives. Notify the school of the change in their provision and available alternatives
- Once a school has confirmed that they have agreed a new appropriate body, release the ECT/s from their appropriate body service provision by notifying DfE's '[record inductions as an appropriate body](#)' service
- By exception, where a school's own record of an ECT is incomplete, respond to requests from the ECT's new appropriate body for induction records (any progress reviews, formal assessments and/or interim assessments).

Checklist for appropriate bodies that are taking on ECTs from an organisation ceasing to operate as an appropriate body:

- Follow normal procedures for agreeing appropriate body services with schools and onboarding ECTs. Follow normal procedures for agreeing appropriate body services with schools and onboarding ECTs
- Register these ECTs via DfE's '[record inductions as an appropriate body](#)' service
- In the first instance, request any relevant induction records (progress reviews, formal assessments, and/or interim assessments) from the school. In the first instance, request any relevant induction records (progress reviews, formal assessments, and/or interim assessments) from the school
- By exception, where a school's own records of an ECT's induction are incomplete, request any relevant missing induction records from the ECT's former appropriate body

- **Record retention:** As set out in paragraph 2.77 of the [statutory guidance](#), it is recommended that assessment reports are retained by both the institution and the appropriate body for a minimum of six years. If there are reasons for the institution and the appropriate body to retain records for longer than six years, they may do so as long as they comply with the Data Protection Act. ECTs are advised to retain the original copies of their own assessment reports.

4. ITTECF fidelity checking

Appropriate bodies should check that all ECTs have access to an induction programme based on the ITTECF. This check is referred to here as ‘ITTECF fidelity’ checking.

This chapter provides an overview of why, when and how appropriate bodies are expected to complete ITTECF fidelity checks.

4.1 An ITTECF-based induction

The ITTECF outlines the support ECTs should receive at the start of their teaching career. It consolidates best available evidence and research in five key areas: behaviour management, pedagogy, curriculum, assessment and professional behaviours, stating what teachers should learn and how to implement that knowledge into their practice. Using the framework, ECTs will have the opportunity to engage in the evidence underpinning the framework and apply this to their teaching. This will provide firm foundations to develop their teaching practice and ultimately accelerate pupil outcomes.

Building on the ITTECF, the ECTE is an approach to induction that supports an ECT to understand and apply the knowledge and skills set out in the ITTECF’s evidence statements (‘learn that...’) and practice statements (‘learn how to...’). 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 and practice 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 nor is it an assessment framework. The training programme should also be accompanied by support and guidance from ECT mentors and ECT induction tutors.

The way induction is delivered may take different forms depending on the school’s choices and circumstances. To provide greater flexibility in how schools can deliver training, we have simplified our processes and guidance by having only two options for schools to enable the delivery of a training programme based on the ITTECF: use a DfE funded training provider or deliver your own training. For schools who want to deliver their own

training, the department will continue to provide freely available, school-led materials which schools can use, in part or in full, if they choose to. 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 the 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 the 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 new teachers and mentors, to deliver their own training programme. These materials have been accredited by the DfE and quality assured by the EEF.

For delivery from September 2025, two Lead Providers will each design a set of school-led materials. The materials are designed to cover the ITTECF statements in full as well as provide schools the opportunity to adapt and contextualise the training for the needs of their ECTs.

The DfE anticipates that most schools will continue to use DfE-funded training providers but want to ensure that schools who do want to deliver their own training have the flexibility and resources to do so.

4.2 Level of ITTECF fidelity checking

The level of ITTECF fidelity checking expected of appropriate bodies will vary depending on the type of ITTECF-based induction being delivered. Appropriate bodies should inform their registered schools about the options and signpost them to the provider-led programme, or the school-led materials. This way, appropriate bodies can support schools at the stage of planning induction to consider how they will ensure their induction complies

with the expectation to offer full coverage of the ITTECF. More information is set out below under the four-step process.

In all inductions, the appropriate body should check that headteachers understand the expectation in the statutory guidance that they provide an ITTECF-based induction.

Where schools opt for the provider-led programme, which includes materials and funded training, the appropriate body does not need to carry out ITTECF fidelity checks. This is because these programmes have been accredited by the DfE and quality assured by the EEF and the providers will already be subject to separate quality assurance through Ofsted¹⁰ and contract management to ensure their training provides fidelity to the ITTECF.

Where schools deliver their own training programme based on the ITTECF, which may include using the school-led materials, additional quality assurance will be necessary in order to safeguard ECTs' entitlement to an ITTECF-based induction. Schools delivering their own induction programmes will require an appropriate body to check these have been designed and delivered with fidelity to the ITTECF. This means that training and support provided to the ECT has covered all of the ITTECF evidence statements in sufficient breadth and depth.

Induction type	Induction checks required?	ITTECF fidelity checking required?
Schools using the provider-led programme	Yes	No
Schools delivering their own training (which may include using the available school-led materials and resources)	Yes	Yes

¹⁰ Since September 2021 Ofsted has had a role in quality assuring the delivery of the provider-led programme for ECTs and mentors. Ofsted is the Office for Standards in Education, Children's Services and Skills. Further information is available at: <https://www.gov.uk/government/organisations/ofsted/about>

4.3 Responsibility for ITTECF fidelity checking

Appropriate bodies are expected to check that an induction's design covers all of the evidence-based statements in the ITTECF and that ECTs have received planned elements of the induction.

Headteachers are expected to ensure that an appropriate ITTECF-based induction is in place for the ECT. They are also expected to provide the appropriate body with sufficient information so that they can complete the ITTECF fidelity checks. In some schools, part, or all, of this responsibility may be delegated to an ECT induction tutor or other member of staff, as appropriate.

4.4 How and when to conduct ITTECF fidelity checks

It is recommended that ITTECF fidelity checks formally take place at three points over the induction period. It is expected that the first check is used to verify that an appropriate plan to deliver a programme of support based on the ITTECF is in place before the start of induction, where possible.

Below is a suggestion of the timings for these checks, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **At the planning stage:** before the start of induction where possible, an appropriate body is expected to check that an induction programme has been designed with fidelity to the ITTECF.
- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school's plans.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ITTECF-based induction.

An ITTECF fidelity checking template (appendix A) has been designed for appropriate bodies to use or adapt as required, which sets out the level and types of information needed to enable appropriate bodies to make sufficient checks. This has

been co-designed with the sector to assist schools in checking that they are offering an ITTECF-based induction programme, and the appropriate body in verifying that. This template is recommended and designed to help the appropriate body know what to look for when checking that an ECT is receiving an ITTECF-based induction.

Fidelity checking forms are only one part of the quality assurance process and, as with other entitlement checks set out in the section on roles and responsibilities, there are ways that appropriate bodies might also conduct additional ITTECF fidelity checks. Some appropriate bodies may want to incorporate supplementary ITTECF fidelity checking into observations and quality assurance visits which they already have planned as part of their normal processes. This could be most helpful where a school is designing their own training programme based on the ITTECF as opposed to drawing on the school-led materials; it is expected that the purpose of the visit is clearly communicated to the school.

The four-step process for ITTECF fidelity checking

The implementation of training based on the ITTECF will start from 1st September 2025.

If ECTs started an ECF-based school-led training programme before 1st September 2025 (either using the existing DfE-accredited materials, or a programme designed by the school based on the ECF) they can continue to use the same course and materials based on the ECF for their remaining training programme and appropriate bodies should refer to the [Appropriate bodies guidance: induction and the early career framework](#) for fidelity checking ECF-based induction. Schools should be encouraged to utilise the newly available school-led materials based on the ITTECF, which benefit from referencing the most up to date evidence, where possible. This should be with agreement from their appropriate body on a case-by-case basis. For example, schools may choose to replace resources with the updated versions where it makes sense to do so. This may require further fidelity checking if there are significant changes to the agreed training programme.

The existing DfE-accredited materials based on the ECF will be available until August 2027. If ECTs using these materials have not completed their training programme by 31

August 2027, they will be expected to receive a training programme based on the ITTECF from 1 September 2027 for their remaining ECTE.

The four-step process for ITTECF fidelity checking:

Step 1: Determine the type of induction schools plan to offer

Step 2: Review the school's plan prior to the start of induction (and notify the '[record inductions as an appropriate body](#)' service of the induction type the school has chosen)

Step 3: Check delivery of the ITTECF-based induction at agreed review points

Step 4: At the final review point verify whether an ECT has received a full ITTECF-based induction.

Below is a more detailed set of steps to formalise ITTECF fidelity checks.

Step 1: Determine the type of induction schools plan to offer

Prior to the start of induction, appropriate bodies should establish a developmental dialogue with the school to inform them of the two induction programme options and level of checking expected, and determine which induction type the ECT(s) will access.

To ensure ECTs benefit from the highest quality support and ease the burden and cost for both schools and appropriate bodies, it is recommended that schools choose a provider-led programme if it is available to them. If schools do not choose a funded provider-led programme or it is not available to them, it is recommended that schools plan their induction based on school-led materials, as these have been designed to deliver full coverage of the ITTECF over a two-year induction.

The appropriate body is expected to check that schools are aware of both induction routes and have made an informed choice, aware of the benefits and checking requirements of their chosen route.

If the school has opted for a provider-led programme: ensure they understand that no ITTECF fidelity checks are required.

If the school has opted to deliver their own training using school-led materials:

ensure they understand that this requires additional appropriate body checks to ensure that the induction has fidelity to the ITTECF. Greater scrutiny is expected to be applied where a school has chosen the option to design their own training programme so as to safeguard the ECTs' entitlement to an ITTECF-based induction.

When offering guidance to schools on the ITTECF fidelity checks, appropriate bodies should consider:

- Ensuring schools are clear that the ITTECF fidelity checking will be required before the start of induction by the appropriate body for a fee agreed in advance with the school
- Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ITTECF fidelity checking, based on their chosen ITTECF based programme Ensuring that schools are clear that they are expected to supply a level of detail on planning and delivery in ITTECF fidelity checking, based on their chosen ITTECF-based programme
- Ensuring that schools are clear on the difference between the roles of the ECT mentor and ECT induction tutor, and that these roles are kept separate. Where in exceptional circumstances (e.g. due to capacity), the ECT mentor and ECT induction tutor roles are undertaken by the same person appropriate bodies should ensure the ECT induction tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support is not conflated with assessment.

Once a school has confirmed its chosen induction route, appropriate bodies are expected to clearly communicate to schools what information they are expected to provide before and during induction, and how any ITTECF fidelity checking will be carried out, according to the appropriate body's own processes. This might include timings of checks and what paperwork/evidence will be required. If the appropriate body is using the optional template (appendix A) provided within this guidance or their own alternative, this should be sent to the school with clear guidance on how the appropriate body expects the school to complete it.

Appropriate bodies should communicate ITTECF fidelity checking requirements at the earliest opportunity to allow schools to factor in time to plan an ITTECF-

based induction programme and submit their plans to appropriate bodies prior to the start of induction.

Appropriate bodies may also consider sending schools a clarification of roles and responsibilities. Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate ECT induction lead working in addition to an ECT induction tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **Appropriate body:** check school's plans for delivering an ITTECF-based induction and verify that this has been received by the ECT.
- **Headteacher:** ensure that an appropriate ITTECF-based induction is in place for the ECT and submit induction plans to the appropriate body.
- **ECT mentor:** work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to provide regular mentoring. Where possible, the mentor will have experience of the specific subject and/or phase of their ECT.
- **ECT induction tutor:** support the headteacher in planning an ITTECF-based induction as required. Ensure that the ECT mentor and ECT are aware of the plans for an ITTECF-based induction.

Appropriate bodies are expected to give headteachers and other relevant staff the opportunity to clarify any parts of the process that are unclear to them.

Step 2: Review the school's plan prior to the start of induction (and notify the 'record inductions as an appropriate body' service¹¹ of the type of induction the school has chosen)

School-led materials from September 2025

Only the first year of the school-led materials will be available from summer 2025 therefore schools intending to use the materials for programmes starting from September 2025 can only be expected to have year 1 design and content planned prior to the start of their programme. However, each set of school-led materials also includes a curriculum sequence which maps out how all framework statements will be covered across both years of training. Appropriate bodies in their initial fidelity checks should only expect an outline plan for year 2 demonstrating how all statements will be covered in a school's training programme and should later check again how this has been developed once the year 2 materials are available.

It is recommended that appropriate bodies review the school's plan for delivering an ITTECF-based induction before the start of induction to ensure appropriate provision is in place for the ECT from the start. Any relevant paperwork or planning documents should be completed with sufficient detail so that the appropriate body can establish whether the planned induction programme is sufficiently based on the ITTECF.

Appropriate bodies will need to inform DfE of the induction type the school has chosen for each ECT at the point they commence induction. Appropriate bodies will also need to update this information when they confirm the outcome of an ECT's induction period via the '[record inductions as an appropriate body](#)' service. DfE provides specific guidance on returning data, including relevant data return deadlines, directly to appropriate bodies.

As exemplified in the template form provided, for schools using the school-led route,

¹¹ Appropriate bodies are expected to submit data to DfE via the '[record inductions as an appropriate body](#)' service. This includes confirming the type of induction being accessed by an ECT.

appropriate bodies should look for plans to include a breakdown of how the core elements of the school-led materials (training sessions, mentoring and self-directed study) will be scheduled/sequenced over the course of the induction.

It is not necessary at the start of induction for schools to have planned in detail the scheduling of all individual sessions across the full induction period, but as a minimum the plan should set out a fully planned sequence of content and coverage per term, demonstrating how the ITTECF will be covered in full over the period of induction.

In assessing the plans, depending on the extent to which the school is using the school-led materials, appropriate bodies should consider:

What to look for when verifying?

- Each set of school-led materials based on the ITTECF is structured differently. It should be clear the extent to which the school plans to use the materials in line with a provider's intended sequence. It should be clear the extent to which the school plans to use the materials in line with a provider's intended sequence
- For schools delivering their own training programme that choose to use the school-led materials flexibly, schools are expected to provide a greater level of detail to explain how full coverage of the ITTECF is provided by their induction programme, including coverage of the ITTECF statements, and the sequencing/scheduling of content.

What might raise a cause for concern?

- If it is unclear how the school will use the school-led materials to deliver training (if they plan to use them). If it is unclear how the school will use the school-led materials to deliver training (if they plan to use them)
- If the school's plan has diverged from the sequence as laid out in the school-led materials without a clear explanation or rationale.

Coverage:

What to look for when verifying?

- It is expected that greater coverage will be planned for year 1 as ECTs have additional time in the first year of induction.

What might raise a cause for concern?

- Disproportionate focus on one area of the ITTECF without rationale.

Content:

What to look for when verifying?

- It is expected that all ITTECF statements are covered in sufficient depth and breadth.

What might raise a cause for concern?

- It appears insufficient time in the programme has been given to focus on one or more ITTECF statements or not all statements have been covered. It appears insufficient time in the programme has been given to focus on one or more ITTECF statements or not all statements have been covered. It appears insufficient time in the programme has been given to focus on one or more ITTECF statements or not all statements have been covered.

Training practices/methods which are at odds with the practices advocated by ITTECF.

- Training practices/methods which are at odds with the practices advocated by ITTECF

Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme.

- Sufficient time has not been allocated – ECTs' reduced timetable should be used to undertake activities in their induction programme

Mentor session topics are not deliberately aligned with the ECT training or independent study.

- Mentor session topics are not deliberately aligned with the ECT training or independent study

- No reference to resources or evidence used.

Sequencing:

What to look for when verifying?

- There should be a robust rationale for sequencing the induction training in the way they have chosen i.e. it should be based on evidence from widely accepted educational research.
- For example, appropriate bodies should expect to see training sessions focusing on the most essential support for ECTs in their first weeks, e.g. on behaviour management near the start of the induction, and opportunities for consolidation of learning later in the induction.

If the appropriate body is reviewing plans for a school using the school-led materials to deliver part or all of their ITTECF-based training, they should check that the school's plan aligns with the sequence and content set out within that specific school-led material, or if using the materials flexibly or only for parts of the programme's design, that the programme's overall coverage comprehensively references all aspects of the ITTECF.

Schools may, due to resource or capacity, plan to deliver their designed induction programme using the school-led materials in a way that differs from the sequence.

Schools should refer to the webpages that host school-led materials for guidance on how flexibility can be applied to the school-led materials and appropriate bodies should refer to this when reviewing plans and considering where a school has made suitable alternative provision and the rationale for its choices. Appropriate bodies should adopt a supportive approach to ITTECF fidelity checking as schools continue to fully adjust to the ITTECF but maintain the expectation on schools that whichever induction type they are delivering, ECTs should receive full coverage of the ITTECF.

Cause for concern when checking ITTECF fidelity

If an appropriate body has cause for concern at any point when reviewing the fidelity checking paperwork, they should follow the cause for concern advice outlined in the roles and responsibilities section.

If a school has in the past struggled to adequately design and deliver their own training programme based on the ITTECF, appropriate bodies could signpost to the DfE-funded programme or the freely available school-led materials online to support the school in planning an ITTECF-based induction.

Step 3: Check delivery of the ITTECF-based induction at agreed review points

Appropriate bodies are expected to request evidence that the school has delivered its programme of induction in line with its plan, with explanations for any instances where this has changed. Reasonable explanations for a school diverging from the

planned sequence might include unforeseen staff absence or school closures. In these instances, schools would be expected to clearly explain their mitigations for any missed training.

The intention is not to penalise schools who are struggling due to reduced capacity or resource. In these cases, appropriate bodies are encouraged to take a supportive approach and work with the school to get the induction back on track. Adjustments to the planned sequence can be justified provided that there is a reasonable explanation and that the ECT receives an induction programme that is faithful to the ITTECF.

For example, if a school is managing the unexpected short-term absence of an ECT's mentor they might agree that the ECT will use their reduced timetable for self-directed study while the mentor is unavailable, and work through any questions or problems that arise with the mentor on their return.

Appropriate bodies are advised to use their discretion in these instances to check the induction being delivered is ITTECF-based and meeting the needs of the ECTs on the programme. Wherever possible schools should be encouraged to follow the sequence set out by the school-led materials or if using the materials flexibly or only for parts of the programme's design, ensure that the programme's overall coverage comprehensively references all aspects of the ITTECF, and provide additional support as needed without disrupting the planned sequence of learning. Where there have been extenuating circumstances, practical reasons, or circumstances relating to the individual needs of an ECT meaning that delivery has diverged from the planned sequence, appropriate bodies are expected to take a pragmatic view of whether the ECT is on course to receive full coverage of the ITTECF.

Step 4: At the final review point verify whether an ECT has received a full ITTECF-based induction

This step should mirror step 3, but the induction plans should be submitted in full and represent the induction process to that point. The appropriate body is expected to verify that ECTs have received an ITTECF-based induction and inform the school of

the outcome of their final ITTECF fidelity check.

It is recommended that any feedback to the school be constructive and supportive. If schools have struggled to deliver aspects of their plan, appropriate bodies are expected to work with them and support them to address this for future inductions. This might include signposting them to available resources or other alternative induction routes where appropriate.

Appropriate bodies should note that the outcome of fidelity checks has no direct bearing on whether an ECT has passed or failed their induction, as this must be based only on assessment against the Teachers' Standards (see monitoring of assessment for details).

ITTECF fidelity checks for schools that have already completed a full two-year fidelity checked induction programme

Where an appropriate body has fidelity checked a school for a full two-year induction cycle, is satisfied that the school has offered an ITTECF-based induction and is confident in the quality and consistency of the offered ITTECF-based induction then the appropriate body may not need to review the school's ITTECF training plan again at the 'prior to the start of induction' point in the next two-year induction cycle. It is recommended that this is only considered if the school can assure the appropriate body that the ITTECF-based induction they are delivering has not changed.

Below is a suggestion of the timings for initial confirmation of the ITTECF-based induction followed by two formal points for ITTECF-fidelity checks for schools that have already offered a full two-year induction programme requiring fidelity checking, although appropriate bodies have flexibility to stagger checks according to their existing systems and processes.

- **Confirming and reporting:** before the start of induction where possible, an appropriate body is expected to confirm that the ITTECF-based induction programme the school is offering has remained unchanged and notify the Teaching Regulation Agency of the induction type the ECTs from that school are on.

- **Review point 1:** before the end of term 3, an appropriate body should check implementation of the school's planned ITTECF-based induction.
- **Review point 2:** before the end of induction, an appropriate body should check actual delivery of the planned ITTECF-based induction

When deciding the approach to fidelity checking, for a school that has already completed a full two-year induction programme requiring fidelity checking with the same appropriate body, the appropriate body may consider:

- If the school has changed the school-led materials they used to design their own training programme
- If the school has used the school-led materials flexibly or only for parts of the programme's design, the extent to which they have changed the school-led materials they used to design their own training programme
- If the school has changed the sequencing of the ITTECF-based programme. If the school has changed the sequencing of the ITTECF-based programme
- If either the ECT mentor or the ECT induction tutor have changed
- If the appropriate body had any concerns about the school's ITTECF-based programme delivery during the last two years of induction. If the appropriate body had any concerns about the school's ITTECF-based programme delivery during the last two years of induction.

5. Monitoring of assessment

An ECT's performance will continue to be assessed against the Teachers' Standards. The ITTECF is not and should not be used as an assessment tool.

There are two formal assessment points during statutory induction: one midway through induction and one at the end. These are supported by regular reviews to monitor progress, that take place in each term where a formal assessment does not.

Appropriate bodies are expected to consider the timing of formal assessments and

To support high-quality, fair and consistent assessment of ECTs, appropriate bodies may consider:

- Offering training sessions or guidance targeting induction tutors who are new to the role and need additional support in understanding the assessment process. Offering training sessions or guidance targeting induction tutors who are new to the role and need additional support in understanding the assessment process
- Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent. Observing how the school conducts an ECT's lesson observation to quality assure that the assessment process is fair and consistent
- Providing feedback on poor quality progress reviews or formal assessment reports and praising outstanding examples. Providing feedback on poor quality progress reviews or formal assessment reports and praising outstanding examples
- Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the progress reviews or assessment forms. Requesting further evidence from schools and conducting follow-up discussions where there is cause for concern on the progress reviews or assessment forms
- Taking into account the whole induction period including intelligence gathered during site visits, lesson observations and advice from school improvement advisers.

progress reviews when planning their communication with schools.

5.1 Progress reviews

The induction tutor is expected to conduct a progress review with an ECT in each term where a formal assessment is not scheduled. For ECTs serving induction on a part-time basis this means progress reviews are also expected to take place each term (based on an institution that operates three terms in a school year), regardless of their working patterns.

When requesting progress reviews appropriate bodies are expected to consider:

- When in the term an ECT started their induction. An ECT who joined halfway through term one is expected to have a progress review by halfway through term two (this applies to both full-time and part-time ECTs)
- Where, due to part-time working patterns, a progress review and formal assessment fall within a period of less than one term, the ECT should only be required to do the formal assessment.

There are key differences between formal assessments and progress reviews. Appropriate bodies can help ensure that induction tutors hold these distinctions in mind and do not follow unnecessarily burdensome processes for progress reviews. For example, if an ECT has already evidenced how they met a particular Teachers' Standard as part of their wider professional development, it is not necessary to have them repeat this in full when they add their comments to an assessment form. It is more than sufficient to refer to this existing evidence.

Depending on how far into induction the ECT has progressed, more or less detail may be suitable:

- **Term 1:** it is probably most helpful to concentrate on the teacher's personal and professional conduct and how well the relationships are working.
- **Term 2:** it is probably most helpful to consider how likely the teacher is to require additional support and consider their progress across each of

the Teachers' Standards, helping to ensure that there are no surprises when they have their first formal assessment in Term 3.

- **Terms 4 and 5:** for teachers who have been consistently on track to meet the Teachers' Standards, these reviews can afford to be the lightest touch and focus on anything that has emerged to derail progress.

When considering the level of detail that is required in a progress review in the case of part-time ECTs, induction tutors are expected to take account of working pattern and require a level of detail that is proportionate to the length of time the ECT had to demonstrate progress of their performance.

Where schools exceed the level of detail required in a progress review appropriate bodies are encouraged to be mindful of workload and provide feedback to induction tutors helping them adjust the level of detail they provide to ensure that progress reviews do not become an unnecessarily burdensome process.

Appropriate bodies may provide induction tutors with a template form to use during progress reviews. An optional standardised template (appendix C) is provided which appropriate bodies may use or adapt if helpful. In addition to the statutory elements of a progress review record, as set out in the statutory guidance (determination if the ECT is on track to successfully complete induction; a brief summary of evidence collected and considered by the induction tutor; and the agreed development targets), the appropriate body could also include checks that the ECT is receiving their correct entitlements, and that regard is had to the statutory guidance.

Appropriate bodies are expected to be sent all progress review records. This is to help the appropriate body in determining that schools continue to provide an appropriate system of monitoring and support, and to be able to catch any causes for concern early.

If a progress review is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same institution, then schools should wait for the ECT to return in order to complete the progress review as ECTs should have the opportunity to engage with the assessment process and are expected to participate effectively in progress review meetings.

5.2 Formal assessments

It is important that appropriate bodies are involved throughout induction, not just at formal assessment points, especially where there are potential issues around an ECT's performance or progress, to ensure that there are no surprises when an ECT reaches a formal assessment point.

The role of the appropriate body in relation to assessment is to take steps to ensure that a final decision is made on whether the ECT's performance against the Teachers' Standards is satisfactory or an extension is required, and that the relevant parties are notified.

Some appropriate bodies have practices and processes in place for monitoring assessment, and in some cases appropriate bodies have created their own templates to support their processes. Feedback from the sector requested that we create an optional standardised template for assessment (appendix B) to reduce unnecessary workload for induction tutors and ECTs and to improve consistency where a single school may end up working with multiple appropriate bodies. Appropriate bodies may use or adapt these forms if they find them helpful.

ECTs should receive an assessment in the final term of the first year (term 3, full time equivalent for part-time ECTs) and in the final term of the second year of induction (term 6, full time equivalent for part-time ECTs). Where term 3 or term 6 have been extended as a result of ad hoc absences totalling 30 days or more by the aggregated number of days absent, the formal assessments are expected to be held at the end of that extension period. It is for institutions and ECTs to agree exactly when the assessment dates are set.

If a formal assessment is scheduled at a time when an ECT is absent, and the ECT is expected to return and continue their induction in the same institution, then schools should wait for the ECT to return in order to complete the formal assessment. ECTs and schools should agree their assessment dates and ECTs are expected to participate effectively in formal assessment meetings.

Completing induction and deciding to extend induction

Following a final assessment point, if an appropriate body decides that an ECT's performance has satisfactorily met the Teachers' Standards, then they have satisfactorily completed their induction period. If an appropriate body decides that an ECT's performance has not yet satisfactorily met the Teachers' Standards then the appropriate body must decide either to fail or extend the ECT's induction.

An appropriate body can expect the ECT's final formal assessment to detail which of the Teachers' Standards the ECT's performance is considered to have been met or not met, and what evidence supports the headteacher's recommendation. Each of the Teachers' Standards has underlying bullet points which may help frame the assessment for the school, as well as prevent evidence that is too detailed or not relevant to the standards.

Appropriate bodies can help ensure that evidence gathering for assessment is not too burdensome for the ECT and school. Nevertheless, an appropriate body might find it difficult to make an informed decision where a school has not provided sufficient detail or sufficient evidence, or where the appropriate body has not been assured that the school has a fair and appropriate approach to assessment. In such cases it may be useful for the appropriate body to request to see additional detail or evidence that supports the headteacher's recommendation.

The decision of the appropriate body must take into account the headteacher's recommendation and any written representations from the ECT. Each case must be decided on its own merits, but situations where extending an induction is reasonable could include:

- the ECT's induction period has been disrupted due to personal crises, illness, or disability
- the ECT has not received the necessary support during induction
- there is insufficient evidence for an informed decision to be made about whether the ECT's performance against the Teachers' Standards is satisfactory.

Failure to successfully complete an induction period will prevent the ECT being employed as a teacher in any school where statutory induction is mandatory and nor are they able to repeat induction. It is worth an appropriate body bearing these facts in mind before making a decision not to extend the induction and instead to fail the induction.

Except in cases of absence totalling 30 days or more which lead to the relevant year of induction being extended automatically by the aggregated total of days absent¹², there is no prescribed length for extensions. The appropriate body can consider what length of extension is reasonable in order for the ECT to meet the Teachers' Standards, again by taking into account all the available evidence, including the headteacher's recommendation and any written representations from the ECT (these last two must be taken into account). A single term may be considered a sufficient extension for early career teachers who are deemed very close to satisfying the Teachers' Standards.

Appropriate bodies should check that ECTs serving an extended induction continue to receive the relevant timetable reduction.

5.3 Interim assessments

Interim assessments should be completed by the induction tutor or headteacher when an ECT leaves post after completing one term or more in an institution but before the next formal assessment would take place. It is expected that an interim assessment takes place before the ECT leaves post.

In exceptional circumstances where an interim assessment cannot be completed before the ECT leaves post (for example, in situations where an absent ECT subsequently leaves their post without returning) the induction tutor or headteacher are still expected to complete an interim assessment report and provide a copy to the appropriate body and the ECT.

¹² Information on extension of the induction period as a result of ad hoc absences can be found in para 3.6 of the [statutory induction guidance](#).

The interim assessment in this case should be completed to the date the ECT officially leaves their post and should include:

- any progress towards the Teachers' Standards that the ECT made up to the point of their absence, and:
- the number of days in ad hoc absence the ECT has incurred within the relevant year of induction up to the point the ECT officially leaves their post.

6. Appropriate bodies: self-regulation, high-quality service provision and appropriate body networks

6.1 Appropriate bodies

Appropriate bodies are made up of diverse organisations that offer varying levels of support to teachers across the country in a variety of ways.

Many from the sector have signalled that they would like to see greater consistency in the service provisions and support that appropriate bodies provide so that all ECTs experience the same level of high-quality induction wherever they work.

This guidance has been built through active engagement with appropriate bodies, including consultation and research with a range of appropriate bodies to reflect updates during 2020, 2022, and 2025. Appropriate bodies have been keen to share examples of good practice with others in the sector and to encourage greater consistency. This guidance captures suggested ways of working that appropriate bodies might choose to use or adapt as they see fit while also providing appropriate bodies with greater clarity on the roles and responsibilities expected of them.

6.2 Self Regulation

This guidance sets out common expectations and best practice around how the appropriate body role supports the reforms to statutory induction and this chapter provides suggestions on self-evaluation and support arrangements with a view to supporting continuous improvement.

It is important that appropriate bodies are supported to take an active role in meeting the ITTECF reform requirements and self-evaluating to identify where they need to develop their expertise or knowledge further to deliver their role.

With some induction types requiring a more detailed level of checking alongside a greater understanding of the ITTECF, it is vital that appropriate bodies take steps to ensure they become familiar with the expectations set out in this guidance and can articulate this to schools. They may also need to build their awareness of the funded

training offer for schools, and ensure they have a working knowledge of the ITTECF and the school-led materials to be able to make informed judgements about the coverage of induction plans submitted by schools for ITTECF fidelity checks.

6.3 Delivering high-quality service

To ensure consistent high standards, appropriate bodies are encouraged to consider how they might use self-evaluation to identify where they can strengthen their knowledge base or quality of service. Any self-evaluation should be tailored to suit the individual approach of the appropriate body but, as a minimum, it is recommended that appropriate bodies consider what measures they can use to regularly review or compare the effectiveness and quality of their:

- Communication strategy with schools
- Support and/or training provided
- Governance structures
- Assessment review processes.

Examples of questions appropriate bodies may consider when designing a self-evaluation model:

- How does the appropriate body moderate ECT assessment forms?
- Does the appropriate body moderate every ECT assessment or a sample?
- Does the appropriate body have a complaints policy for schools and ECTs to use?
- What proportion of schools does the appropriate body routinely visit in an academic year?
- What support material is provided for ECTs/ induction tutors/mentors?
-
- Does the appropriate body have a phone and/or email helpline for schools and ECTs? Does the appropriate body have a telephone and/or email helpline for schools and ECTs? If so, what are the opening hours?

6.4 Appropriate body networks

Some appropriate bodies have described the value of belonging to networks or partnerships, usually with other appropriate bodies who operate in a nearby area. Being part of a network or partnership arrangement, means appropriate bodies can more easily draw upon support as part of their quality assurance processes. These networks/partnerships often have regular meetings where members can pool knowledge, share good practice or seek advice/support when needed.

Some share resources or co-design systems to reduce burdens. They can also create more opportunities for independent moderation or verification of processes or assessments.

Appropriate bodies who are not part of a network or partnership may consider the benefit of joining or establishing one.

7. Further information

The school-led materials

The high-quality professional development materials based on the ITTECF accredited by the DfE, for delivery from September 2025, will be provided by National Institute of Teaching (NlOT) and University College London (UCL) Institute of Education via their own platforms:

- NlOT: [Materials for school-led ECT Programme 2025/26 – The National Institute of Teaching](#)
- UCL Institute of Education: [CEL - The Source - ECT](#)

For schools choosing to deliver their own induction programme using the school-led materials they should register with the DfE's online service at: [Manage training for early career teachers](#).

Registering ECTs for statutory induction and managing their induction records

For induction registration and ECT induction records (as opposed to those relating to ECT's funded training which are accessed through [Manage training for early career teachers](#)) please use the '[record inductions as an appropriate body](#)' service.

The Initial Teacher Training and Early Career Framework

The ITTECF is a framework of standards designed to help ECTs succeed at the start of their careers and can be found at: [ITTECF](#).

The statutory induction guidance

The statutory induction guidance outlines the roles and responsibilities of those involved in statutory induction. Those involved in managing statutory induction arrangements

must have regard to it when carrying out their relevant duties. The document can be found at: [Induction for early career teachers \(England\)](#)

Appendix A - ITTECF Fidelity Checking Template

This template provides an optional example of how to record fidelity checking that appropriate bodies may decide to use to structure their approach as part of a developmental dialogue with schools. Appropriate bodies can issue this form (or their own version of it) to schools designing their own and/or using the school-led materials to offer an ITTECF-based induction. Schools should evidence how they are delivering ITTECF-based training and mentor sessions. For further advice see Section 4: 'ITTECF fidelity checking'.

Form handling advice

- The member of staff responsible for planning the two-year ITTECF induction should complete this form
- This form should be signed off by the headteacher ahead of the start of induction
- This form should be sent to the school's appropriate body for verification

Part 1 – Early Career Teacher(s):

Appropriate Body	
School	
URN	
Headteacher	

Schools with multiple ECTs can use this form to cover additional ECTs if appropriate

Full name of ECT	
TRN	
Induction start date	
Mentor (name and role/position)	
Induction tutor (name and role/position)	

Part 2 – Schools designing their own programme and/or using the school-led materials

Note: this form should not be used to describe every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the school-led materials will be used, including the sequencing of sessions.

Schools using the school-led materials to offer their own ITTECF-based induction should access their chosen materials on the relevant Lead Provider's website. Staff planning induction are expected to have good knowledge and understanding of the school-led materials available from their chosen provider and pay particular attention to the planned sequence of sessions.

1a) How are the school-led materials being used to deliver an ITTECF-based induction?

- ☐ In full
- ☐ In part
- ☐ Not at all

1b) If using materials, which provider's school-led materials are being used to deliver an ITTECF-based induction?

Information on the two options can be found online at:

- ☐ [National Institute of Teaching](#)
- ☐ [UCL Institute of Education](#)

2a) With reference to the provider's school-led materials, if using them, outline how the **ECT training sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period and, if using them, which materials they plan to base the session on.

[Suggested word count: 250]

2b) At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of **ECT training sessions** has diverged from the planned sequence. Explain what mitigations are in place.

3a) With reference to the provider's school-led material, outline how the **mentor sessions** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

3b) At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of ECT **mentor sessions** has diverged from the planned sequence. Explain what mitigations are in place.

4a) With reference to the provider’s school-led material, outline how the **self- directed study** will be delivered. Schools might wish to set out a termly breakdown of how the training sessions will be scheduled/sequenced over the course of the induction period.

[Suggested word count: 250]

4b) At the review points agreed with the appropriate body, outline, including dates where appropriate, where delivery of **self-directed study** has diverged from the planned sequence. Explain what mitigations are in place.

5a) For schools using the school-led materials in part, outline, including dates where appropriate, where delivery has diverged from the school-led materials. Outline how full coverage of the ITTECF statements will be achieved. Schools might wish to set out a termly breakdown of how the ECT training sessions, mentor sessions, and self-directed study will be scheduled/sequenced over the course of the induction period.



Part 3 – Schools designing their own training programme based on the ITTECF

Note: this form should not be used to describe in detail every session delivered over the entire induction period but should give the appropriate body a clear understanding of how the ECT(s) will receive training and/or mentoring to support every statement of the ITTECF in sufficient depth and breadth, and with robust evidence-based rationales for how the framework has been translated into a training programme based on the ITTECF. Staff planning induction are expected to reference the ‘learn that’ and ‘learn how to’ statements from the [ITTECF](#) which can be found online.

Overview: scheduling/sequencing

3a) Give a termly overview of how the induction programme has been scheduled and sequenced across the full two-year induction period.

This should cover the topics that you plan to cover each term and in what order. It

should give an explanation and rationale for why specific topics will be covered in this order and how this learning will be consolidated in later terms

[Suggested word count: 1000. Continue on separate sheet if necessary]

3b) At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

1. High Expectations (Standard 1 – Set high expectations)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

2. How Pupils Learn (Standard 2 – Promote good progress)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

3. Subject and Curriculum (Standard 3 – Demonstrate good subject and curriculum knowledge)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

4. Classroom Practice (Standard 4 – Plan and teach well structured lessons)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

5. Adaptive Teaching (Standard 5 – Adapt teaching)

A. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT’s learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

1. Assessment (Standard 6 – Make accurate and productive use of assessment)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

2. Managing Behaviour (Standard 7 – Manage behaviour effectively)

A. With reference to the relevant ‘learn that’ and ‘learn how to’ statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT’s learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

3. Professional Behaviours (Standard 8 – Fulfil wider professional responsibilities)

A. With reference to the relevant 'learn that' and 'learn how to' statements, explain how this statement will be delivered.

Explanation, and robust rationale, should cover:

- Intended mode(s) of delivery (for example group training, virtual learning, 1:1) and the balance between contact time and self-directed study
- How mentoring will support ECT's learning of this statement

[Suggested word count: 250]

B. At the review points agreed with the appropriate body, outline where delivery has diverged from the planned sequence. Explain what mitigations are in place, including dates where appropriate.

Part 4 – Additional planning documents

Schools may have separate school-designed induction plans and schedules. On completion of this form, you may attach any additional plans/schedules to be reviewed by the appropriate body.

If you have attached additional documents, give a very short summary of what has been attached.

--

Part 5 – Signature

By signing on this page I confirm that the information provided on this form, to the best of my knowledge, is accurate, correct and complete.

Headteacher signature	
Date (DD/MM/YYYY)	

GDPR statement on data collection: as documented in Statutory Guidance, ABs and schools are responsible for the collection, retention and storage of data. **GDPR statement on data collection:** as documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the

Appendix B - Early Career Teacher: Formal Assessment Template

Below is a form which ECT induction tutors can use to complete formal assessments of ECTs during or at the end of their statutory induction.

Further [guidance for statutory induction](#) is available on GOV.UK.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete, as well as the ECT and the headteacher.
- A summary of the evidence considered in reviewing the ECT's progress and how it supports the assessment is sufficient. There is no need to reproduce all the evidence in detail. The appropriate body may request to see copies of relevant evidence if required.
- A copy of the completed report should be sent to the appropriate body shortly after the assessment, within 10 working days if this is the final assessment.
- Copies of all formal assessment reports are expected to be retained by the ECT, the school and the appropriate body.

Part 1 - Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
ECT mentor name and role	
Assessment period start date	
Assessment period end date	
Term 3 / 6 /Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT
Days absent in this assessment period	
Name of appropriate body receiving this report	

Part 2 - Assessment period details

1. Which period of the ECT's induction does this formal assessment cover?
(Select one of the below)

- ☐ End of first assessment period
- ☐ End of second or final assessment period
- ☐ Interim assessment i.e. the ECT is due to complete induction at another establishment

If the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer

2. If this is a final assessment, how many days has the induction period been reduced by (if any)? Any reductions to the induction period require prior agreement with the appropriate body.

Use this box for the answer

3. Based on the teacher's performance against the Teachers' Standards within the assessment period, which **one** of the following statements is applicable?

☐ The above-named teacher's performance indicates that **they are making satisfactory progress** against the Teachers' Standards within the induction period

☐ This is the above-named teacher's final assessment period **and** their performance indicates that **they have successfully met** the Teachers' Standards within the induction period

☐ The above-named teacher's performance indicates that **they are not making satisfactory progress** against the Teachers' Standards for the satisfactory completion of the induction period

4. Briefly describe how any evidence demonstrates progress made towards meeting the Teachers' Standards. Do not reproduce evidence in full. The [Teachers' Standards](#) are available.

TS1 Set high expectations which inspire, motivate and challenge pupils

Use this box for the answer

TS2 Promote good progress and outcomes by pupils

Use this box for the answer

TS3 Demonstrate good subject and curriculum knowledge

Use this box for the answer

TS4 Plan and teach well structured lessons

Use this box for the answer

TS5 Adapt teaching to respond to the strengths and needs of all pupils

Use this box for the answer

TS6 Make accurate and productive use of assessment

Use this box for the answer

TS7 Manage behaviour effectively to ensure a good and safe learning environment

Use this box for the answer

TS8 Fulfil wider professional responsibilities

Use this box for the answer

Personal and professional conduct

Use this box for the answer

5. Briefly describe any areas for development. Even if this is the ECT's final assessment during induction and they have successfully demonstrated having met the Teachers' Standards, it can still be useful for the ECT's continued development to complete this section.

Use this box for the answer

6. If the ECT is not on track to successfully complete induction, has a support plan been put in place? *(If yes, please attach the support plan)*

Yes/ Not yet / Not applicable

7. If the ECT is not on track to successfully complete induction, is an extension to the induction period required?

Yes/ Not yet / Not applicable

If yes, please include details of the length of extension being recommended

Use this box for the answer

8. If the ECT is due to continue with induction, is the ECT expected to remain at this school for the duration of the next assessment period?

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction.

Use this box for the answer

Part 3 - Teacher comments

9. Has the ECT discussed this report with the ECT induction tutor and/or headteacher?

☐ Yes

☐ No

10. **ECT's comments** on this report and/or their performance in the assessment period

Use this box for the answer

11. **ECT's confirmation that they have continued to access a programme of support based on the Initial Teacher Training and Early Career Framework (ITTECF) and received all of their statutory entitlements?**

☐ Yes

☐ No

If no, please explain why an ITTECF-based induction has not been accessed or what statutory entitlements have not been met

Use this box for the answer

Part 4 – Signatures

ECT Induction tutor. This progress review was completed by:

Signature	
Date (DD/MM/YYYY)	

Headteacher.

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher.

Signature	
Date (DD/MM/YYYY)	

This completed assessment form should be sent to the appropriate body within ten working days of the relevant assessment meeting, with copies retained by the ECT and the school.

GDPR statement on data collection: as documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Department for Education (DfE) via the [‘record inductions as an appropriate body’](#) service

Appendix C - Early Career Teacher: Progress Review Template

Below is a form which induction tutors can use to complete progress reviews of Early Career Teachers (ECTs) in any term where a formal assessment is not required. Further [guidance for statutory induction](#) is available on GOV.UK.

Form handling advice

- This form is for the member of staff assigned as the induction tutor for an ECT to complete.
- Only a summary of the evidence considered in reviewing the ECT's progress is required. **There is no need to reproduce all the evidence in detail.**
- In all instances, send copies of this completed form to the ECT, their designated mentor, and the appropriate body.
- It is expected that the headteacher is updated on the ECT's progress after each progress review.

Part 1 - Personal details and induction details

Full name of Early Career Teacher (ECT)	
ECT Teacher Reference Number (TRN)	
ECT date of birth (DD/MM/YYYY)	
School/Academy name	
Induction tutor name and role	
ECT mentor name and role	
Progress review period start date	
Progress review period end date	

Term 1 / 2 / 4 / 5 / Other?	
Is the ECT full-time or part-time? (Give the FTE if PT)	FT / PT

Days absent in this period	
----------------------------	--

Part 2 - Progress review period details

Progress reviews are expected to take place in any term in which a formal assessment is not scheduled.

1. At formal assessment points and to successfully complete induction, the ECT's performance against the Teachers' Standards will be assessed. **Based on current performance and rate of progress, is the ECT on track to successfully complete induction by the end of their induction period?**

Yes / No

2. **Give brief details for the reason(s) for your answer to question (1).** Where an ECT is deemed not to be on track to successfully complete induction, list any Teachers' Standards (including personal and professional conduct) where there is cause for concern and how any evidence supports that concern.

Use this box for the answer

3. **Briefly describe any agreed development targets.** Even if the ECT's current performance against the Teachers' Standards and the rate of progress indicates that the ECT is on track to successfully complete induction, it is still useful for the ECT's continued development to complete this section. It is expected that these development targets should be reviewed and revised as induction progresses based on the needs and strengths of the ECT.

Use this box for the answer

4. If the ECT is not on track to successfully complete induction, has the ECT been informed?

Yes / No

5. If the ECT is not on track to successfully complete induction, has a support plan been put in place? (If yes, please attach the support plan)

Yes / Not yet

6. Has the ECT continued to access a programme of support based on the Early Career Framework and received all of their statutory entitlements? (If no, please explain why an ECF-based induction has not been accessed or why statutory entitlements have not been met)

Yes / No

7. Is the ECT expected to remain at this school for the duration of the next term?

Yes / No

If 'No' and the ECT is due to complete induction at another establishment, please also provide the leaving date (if known) and details of the establishment where the ECT will continue induction. An interim formal assessment may instead be required in order to give a fuller picture of the ECT's progress to date to the new institution and/or appropriate body.

Use this box for the answer

Part 3 - Teacher comments

Use this section for the early career teacher to make any brief comments themselves.

Use this box for the answer

Part 4 - Signatures

ECT Induction tutor. This progress review was completed by:

Signature	
Date (DD/MM/YYYY)	

Early Career Teacher.

Signature	
Date (DD/MM/YYYY)	

In all instances, copies of this progress review should be provided to the ECT, their designated mentor, and the appropriate body. It is also expected that the headteacher is updated on the ECT's progress after each progress review.

GDPR statement on data collection: As documented in Statutory Guidance, appropriate bodies and schools are responsible for the collection, retention and storage of data. Appropriate bodies are also responsible for submitting relevant data to the Department for Education (DfE) via the [‘record inductions as an appropriate body’](#) service.

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