Chiltern
TEACHING SCHOOL HUB

Induction **Handbook**

Chiltern Teaching School Hub

2026 - 2027

For ECTs, Mentors, Induction Tutors and Headteachers

MILTON KEYNES
PARTNERSHIP
ADVISORS

HFL Education

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Chiltern Teaching School Hub is proud to be designated as the DfE Teaching School Hub for Bedfordshire, East & North Hertfordshire, Milton Keynes and Luton. With over 14 years of experience as an Appropriate Body we have supported 1000s of teachers through induction.

As an Appropriate Body we will ensure that ECTs receive their statutory entitlement and that ECTs are fairly and consistently assessed. We are also responsible for checking that ECTs are receiving a programme of support and training based on the Early Career Teacher Programme.

In England, it is legally required for all qualified teachers to complete a two year induction period successfully, subject to specific exceptions. This early career teacher entitlement (ECTE) serves as the transition from initial teacher training to a teaching career, offering a personalised development programme, support, professional dialogue, and performance assessment based on the Teachers' Standards.

All Early Career Teacher (ECT) induction programs must be underpinned by the Early Career Teacher Programme (ECTP). These programs are designed to help ECTs meet the Teachers' Standards by the end of their induction period and to provide them with the tools to become effective and successful teachers.

The assessment of whether an ECT has met the Teachers' Standards satisfactorily at the end of the induction period should consider the ECT's work context and be based on reasonable expectations within the framework of the standards. This judgment should reflect the expectation that ECTs have consolidated their initial training and consistently met the Teachers' Standards over a sustained period.

Chiltern Teaching School Hub Appropriate Body, staffed by experienced professionals who have previously fulfilled this role, goes beyond the minimum statutory requirements to ensure that the next generation of teachers receives the best possible start to their careers.

The Team

Chiltern Teaching School Hub Appropriate Body

Helen Russell
Director of Teaching School Hub and AB Advisor

Katy Norsworthy
AB Lead

Rosalind Paul
AB Advisor

Clare Mellish
AB Advisor

Victoria Lacy-Wills
AB Advisor

Michelle Gardner
AB Advisor

The Team

Chiltern Teaching School Hub Appropriate Body

Claire Justin
Liane Blades
Finance & Operations

Harriet Page
Kelly Herber
Stefanie D'Angelis
Business Support

HFL Education

MILTON KEYNES PARTNERSHIP ADVISORS

Our Role

Our core functions as an Appropriate Body are central to ensuring that schools provide adequate support to teachers at the start of their teaching career. As your Appropriate Body we will be responsible for:

- Monitoring of support – we will check that early career teachers are receiving their statutory entitlements, and that regard is had to the statutory guidance.
- Provide ECTP fidelity checks, ensuring schools are supported to provide ECTs with an ECTP-based induction.
- Monitoring of assessment – we will make the final decision as to whether the ECT has satisfactorily met the Teachers' Standards, based on the headteacher's recommendation.

Key Contacts

Katy Norsworthy	AB Lead	01582 350332	knorsworthy@chilternlearningtrust.org
Harriet Page, Kelly Herber & Stefanie D'Angelis	Business Support	01582 493680	ctshadmin@chilternlearningtrust.org
Helen Russell	Director	01582 550959	hrussell@chilternlearningtrust.org
Liane Blades	Senior Finance	01582 550797	ctshfinance@chilternlearningtrust.org

Welcome

Welcome to Chiltern Teaching School Hub Appropriate Body. We are delighted to be supporting your Early Career Teachers (ECTs) through their two year ECT induction.

We look forward to working with you to ensure that the next generation of ECTs receive the support they need for a strong start in their teaching careers.

We have the privilege of working alongside a dedicated team of experienced leaders and administrators who are committed to supporting you at every stage of this journey.

Please don't hesitate to reach out if you have any questions or concerns.

Helen Russell
Director of Chiltern
Teaching School Hub

Statutory **Induction**

All qualified teachers who are employed in a relevant school in England must, by law, have access to an induction period satisfactorily, subject to specified exceptions. This includes all maintained schools and whilst it does not include academies, free schools or independent schools, induction may also be served in these settings.

Statutory induction is the bridge between initial teacher training and a career in teaching. It combines a structured programme of development, support and professional dialogue, underpinned by the Initial Teacher Training and Early Career Framework (ITTECF), with monitoring and an assessment of performance against the Teachers' Standards. The programme should support the Early Career Teacher (ECT) and provide them with the necessary training to ensure that they can demonstrate that their performance against the Teachers' Standards is satisfactory by the end of the period.

Induction should provide a foundation for ECTs and equip them with the tools to be an effective and successful teacher. Judgements should reflect the expectation that ECTs have effectively consolidated their initial teacher training and demonstrated their ability to meet the Teachers' Standards consistently over a sustained period in their practice.

The ITTECF is not, and should not be used as an assessment tool. Appropriate Bodies play a key role in teacher induction through ensuring that ECTs receive their statutory entitlements in addition to checking that regard is had to the amended DfE statutory guidance. They ensure that ECTs are fairly and consistently assessed and also check that ECTs are receiving a programme of support and training based on the ITTECF.

The Chiltern AB Service includes:

- Centralised registration of ECTs across the region, with the Teaching Regulation Agency
- Centralised point of contact for all schools and ECTs
- Administration through ECT Manager online platform
- Direct support through the AB administration team
- Induction Tutor training
- Fully comprehensive monitoring and reporting processes
- Expert advice and knowledge regarding a school's statutory obligations for ECTs, including formal complaints or challenges
- An Induction Handbook with key information to support the induction process for Induction Tutors, Headteachers and ECTs
- Quality Assurance and expert review of assessment forms against the Teachers' Standards
- Monitoring visits and feedback

Suitable **Roles**

In order for the ECT to serve induction the Headteacher and Appropriate Body must first agree that the post is suitable for this purpose. The Headteacher of the institution in which an ECT is serving an induction period, and the Appropriate Body, are jointly responsible for ensuring that the supervision and training of the ECT meets their development needs. The duties assigned to the ECT and the conditions under which they work should be such as to facilitate a fair and effective assessment of the ECT's conduct and efficiency as a teacher against the Teachers' Standards.

In particular, a suitable post for an ECT is expected to:

- have a Headteacher in post who is able to make a recommendation about whether the ECT's performance against the Teachers' Standards is satisfactory;
- have prior agreement with an Appropriate Body to act in this role to quality assure the induction process;
- provide the ECT with an ECTP;
- provide the ECT with the necessary employment tasks, experience and support to enable them to demonstrate satisfactory performance against the Teachers' Standards throughout and by the end of the induction period;
- include the appointment of an induction tutor who is expected to hold QTS
- include the appointment of a designated mentor who is expected to hold QTS;
- provide the ECT with a reduced timetable to enable them to undertake activities in their induction programme;
- not make unreasonable demands upon the ECT;
- not normally demand teaching outside the age range and/or subject(s) for which the ECT has been employed to teach;
- not present the ECT, on a day-to-day basis, with discipline problems that are unreasonably demanding for the setting;
- involve the ECT regularly teaching the same class(es);
- involve similar planning, teaching and assessment processes to those in which other teachers working in similar substantive posts in the institution are engaged; and
- not involve additional non-teaching responsibilities without the provision of appropriate preparation and support.

Roles & **Responsibilites**

Headteacher

- Check that the ECT has been awarded QTS;
- Clarify whether the teacher needs to serve an induction period or is exempt;
- Ensure that the requirements for a suitable post for induction are met;
- Appoint an induction tutor and ensure that the induction tutor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;
- Appoint a mentor and ensure that the mentor has the ability, including the relevant skills, knowledge, experience and sufficient time to carry out their role effectively;
- Ensure an appropriate programme of training and support based on the ITTECF is in place;
- Ensure the ECT's progress is reviewed regularly, including through observations of and feedback on their teaching and that progress reviews are sent to the appropriate body;
- Ensure that assessments (including interim assessments) are carried out and reports completed and submitted on ECT manager by deadlines given;
- Maintain and retain accurate records of employment e.g. days of absence that will count towards the ECT induction period;
- Ensure that all monitoring and record keeping is done in the most streamlines and least burdensome way;
- Make the Governing Body aware of the arrangements that have been put in place to support the ECTs serving induction;
- Make a recommendation to the Appropriate Body on whether the ECT's performance against the Teachers' Standards is satisfactory or requires an extension;
- Participate appropriately in Chilterns AB's Quality Assurance procedures;
- Ensure that an ECT Policy is in place and is regularly reviewed;
- Alert the AB team in cases where an ECT may be at risk of not completing induction satisfactorily

ECT

- Provide evidence that they have QTS and are eligible to start induction;
- Meet with the induction tutor pre-induction to discuss and agree priorities for their induction programme and how best to use their reduced timetable allowance and guarantee engagement with the ITTECF;
- Log in and familiarise with ECT Manager platform;
- Raise any concerns with their induction tutor as soon as reasonably possible;
- Email their named AB contact at an early stage if they have any concerns with their induction or any other difficulties in resolving issues with their induction tutor/institution

Induction Tutor	• Register the ECT with Chiltern AB before they commence working at the school; • Attend the Chiltern Welcome Meeting in the Autumn term; • Provide, or coordinate, guidance for the ECT's professional development (with the Appropriate Body where necessary); • Carry out regular Progress Reviews throughout the induction period – refer to ECT Manager for submission dates; • Undertake two Formal Assessment meetings during the total induction period, coordinating input from other colleagues as appropriate; • Inform the ECT following Progress Review meetings of the determination of their progress against the Teachers' Standards and share the Progress Review records with the ECT, Headteacher and Appropriate Body; • Inform the ECT of the judgements to be recorded in the Formal Assessment record and invite the ECT to add their comments; • Ensure that the ECT's teaching is observed regularly (we recommend once per half-term) and provide feedback; • Ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress; • Take prompt, appropriate action to support the ECT, if an ECT appears to be having difficulties; • Inform the Chiltern AB of leavers, changes to contract, reasonable adjustments that are required for an ECT / Induction Tutor to access the service; • Notify the AB as soon as absence totals 30 days or more within either academic year of induction
Mentor	• Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback; • Work collaboratively with the ECT, and colleagues within the school who are involved in the ECTs induction, to help ensure the ECT receives a high-quality programme of training and support based on the ITTECF; • Provide, or arrange, effective support – including subject-specific, phase-specific, coaching and/or mentoring; • Act promptly and appropriately if the ECT appears to be having difficulties; • Engage with the Early Career Mentor programme

Timetable

The Headteacher must ensure that an ECT has a reduced timetable. In the first year (terms 1-3, or equivalent for part-time ECTs) of induction an ECT must not teach more than 90% of the timetable of the school's existing teachers on the main pay range and in the second year (terms 4-6, or equivalent for part-time ECTs) of induction must not teach more than 95%. This time off-timetable should be used to specifically enable ECTs to undertake activities in their induction programme including their ITTECF training and mentoring.

This time off timetable is in addition to the timetable reduction in respect of planning, preparation and assessment time (PPA) that all teachers receive. ECT time can be utilised for ECT related tasks including mentor meetings, ECF sessions and ECF study.

Registering **Your ECTs**

ECTs can be registered with the Chiltern Appropriate Body Service at any time throughout the academic year; but it is important that both the following steps are completed as far in advance as possible:

- Induction Tutor to register ECT on the DfE portal.
- Induction Tutor to register ECT on ECT manager system.

** Please note that Appropriate Bodies are unable to backdate induction start dates, so ECTs need to be registered promptly in order for the time to count towards induction.

Meeting **Deadlines**

Progress Reviews and Formal Assessments are available to complete 30 days before the end of each term and the deadlines are clearly displayed on ECT Manager.

We ask that you meet your deadlines by submitting the paperwork no later than the specified deadlines to allow the AB to fulfil their role in supporting you and your ECTs.

Training based on the Initial Teacher Training and Early Career Framework (ITTECF)

The headteacher is expected to ensure that ECTs receive a programme of training that enables the ECT to understand and apply the knowledge and skills set out in each of the ITTECF evidence ('learn that') statements and practice ('learn how to') statements. A training programme based on the ITTECF is expected to be embedded as a central aspect of induction; it is not an additional training programme.

Types of ECTP delivery

There are now two approaches schools can choose from to enable the delivery of a training programme based on the ITTECF. It is up to the headteacher to choose the approach that best suits the needs of their ECTs and mentors. The approaches are:

• A funded provider-led programme - Schools can choose to work with providers accredited by DfE who will design and deliver a programme of face-to-face and online training to ECTs and their mentors. This programme is funded by DfE.

• Schools deliver their own training programme (with the option to use freely available school-led materials and resources) - Schools can choose to develop their own programme of training and support based on the ITTECF. The content of the framework must be covered in full. Schools can choose to use, in full or in part, the freely available 23 school-led materials, which include ready-to-use materials and resources for early career teachers and mentors, to deliver their own ECT and mentor support. These materials have been accredited by DfE and quality assured by the Education Endowment Foundation.

Progress Reviews

The induction tutor is expected to review the ECT's progress against the Teachers' Standards throughout the induction period, with progress reviews taking place in each term where a formal assessment is not scheduled. These will be at the end of terms 1, 2, 4 and 5. The progress review forms will be uploaded onto ECT Manager.

Progress reviews are expected to be informed by existing evidence of the ECT's teaching and to be conducted with sufficient detail to ensure that there is nothing unexpected for the ECT when it comes to their formal assessment.

Progress reviews are not formal assessments and there is no requirement for ECTs to create evidence specifically to inform a progress review. ECTs are expected, nonetheless, to engage with the process and provide copies of existing evidence as agreed with the induction tutor.

A written record of each progress review is expected to be retained and provided to the ECT after each meeting, with the record clearly stating whether the ECT is on track to successfully complete induction, briefly summarising evidence collected by the induction tutor and stating the agreed development targets. It is also expected that objectives are reviewed and revised in relation to the Teachers' Standards and the needs and strengths of the individual ECT.

Where the induction tutor is not the headteacher, it is expected that they also update the headteacher on the ECT's progress after each progress review.

It is expected that the induction tutor notifies the appropriate body and ECT after each progress review stating whether the ECT is making satisfactory progress. Chiltern AB will request that these are uploaded to ECT manager to support quality assurance and early support.

Where the induction tutor believes the ECT is not making satisfactory progress, it is expected they outline the plan they have put in place to assist the ECT in getting back on track. It is expected that schools maintain regular contact with the appropriate body throughout induction, keeping them apprised of the ECT's progress and providing copies of progress reviews where required.

Assessments

ECTs should have formal assessments carried out by either the induction tutor or the headteacher/principal. Mentors should not carry out formal assessments unless they are also acting as the induction tutor.

ECTs should receive an assessment in the final term of the first year (term 3) and in the final term of the second year of induction (term 6).

It is for institutions and ECTs to agree exactly when the assessment dates are set. Evidence used in assessments should be clear and transparent and copies provided to the ECT and appropriate body.

Evidence for assessments must be drawn from the ECT's work as a teacher during their induction. To ensure evidence gathering is not burdensome for the ECT, formal assessment meetings should be informed by evidence gathered during progress reviews and assessment periods leading up to the formal assessment. This will consist of existing documents and working documents.

There is no need for the ECT to create anything new for the formal assessment; they should draw from their work as a teacher and from their induction programme. Judgements made during the induction period should relate directly to the Teachers' Standards and should not be made against the ECF.

ECTs should be kept up to date on their progress. **There should be nothing unexpected.**

Formal assessment reports should be completed for both formal assessments. These reports should clearly show assessment of the ECT's performance against the Teachers' Standards at the time of the assessment.

The final assessment meeting is at the end of the induction period, and will form the basis of the headteacher's/principal's recommendation to the appropriate body as to whether, having completed their induction period, the ECT's performance against the Teachers' Standards is satisfactory, unsatisfactory, or whether or not an extension should be considered. This recommendation should be recorded on the final assessment report.

Once assessment reports have been completed, the ECT should add their comments. They should then be signed by the induction tutor, headteacher/principal and the ECT.
Once signed, the ECT should be given the original and a copy sent to the appropriate body shortly after each meeting, and within 10 working days of the final assessment meeting. These should be submitted electronically through ECT Manager.

Interim Assessments

When an ECT leaves a post after completing one term or more in an institution but before the next formal assessment would take place, the induction tutor or headteacher/principal is expected to complete an interim assessment. This is expected to take place before the ECT leaves their post to ensure that the ECT's progress, performance, the length of induction completed and the number of days absent since the last assessment are captured. This is especially important where concerns about progress may have arisen. The information recorded on the interim assessment report will help to ensure that induction can be continued effectively in any subsequent post. This is also required if the ECT leaves during their final term of induction.

Length of **Induction**

The length of the induction period an ECT is required to serve, whether the teaching post in which they are doing so is part-time or full-time, is the full-time equivalent of two school years (this usually consists of six school terms, divided into two periods each consisting of three school terms). The Appropriate Body makes the final decision about the equivalence to two school years in cases where the ECT serves induction in more than one setting or in non-standard settings such as those in the FE sector. In some *exceptional circumstances* the length of an induction period may be reduced.

Reducing the Induction Period

The headteacher and ECT may jointly apply for a reduced induction period by completing the appropriate form and returning the document to ctshadmin@chilternlearningtrust.org. The documents will be reviewed by the team and a school visit organised. The Appropriate Body will communicate the final decision as to whether reduction is approved.

Significant prior experience
Where an ECT has significant prior experience as a classroom teacher, with responsibility for planning, delivering and assessing students, a reduced induction may be applied for. Please complete and return the Reduced Induction Form.

Part time
Where an ECT has taught part-time and has completed a period covering, but not equivalent to, a minimum of two full school years, a reduced induction can be applied for if the Headteacher deems the ECT to be consistently evidencing the Teachers' Standard Please complete and return the Reduced Induction Form for Part-time ECTs.

Parental leave
Where an ECT has had a period of parental leave (Maternity, Paternity, Adoption, Neonatal or Carers leave) during induction please alert us to the ECT's leave commencing. Upon return to school reduced induction may be applied for if their induction period, including the parental leave, totals at least the full-time equivalent of two school years and the Headteacher deems the ECT to be evidencing the Teachers' Standards. Please complete and return the Reduced Induction Form for Parental Leave.

Extending the Induction Period

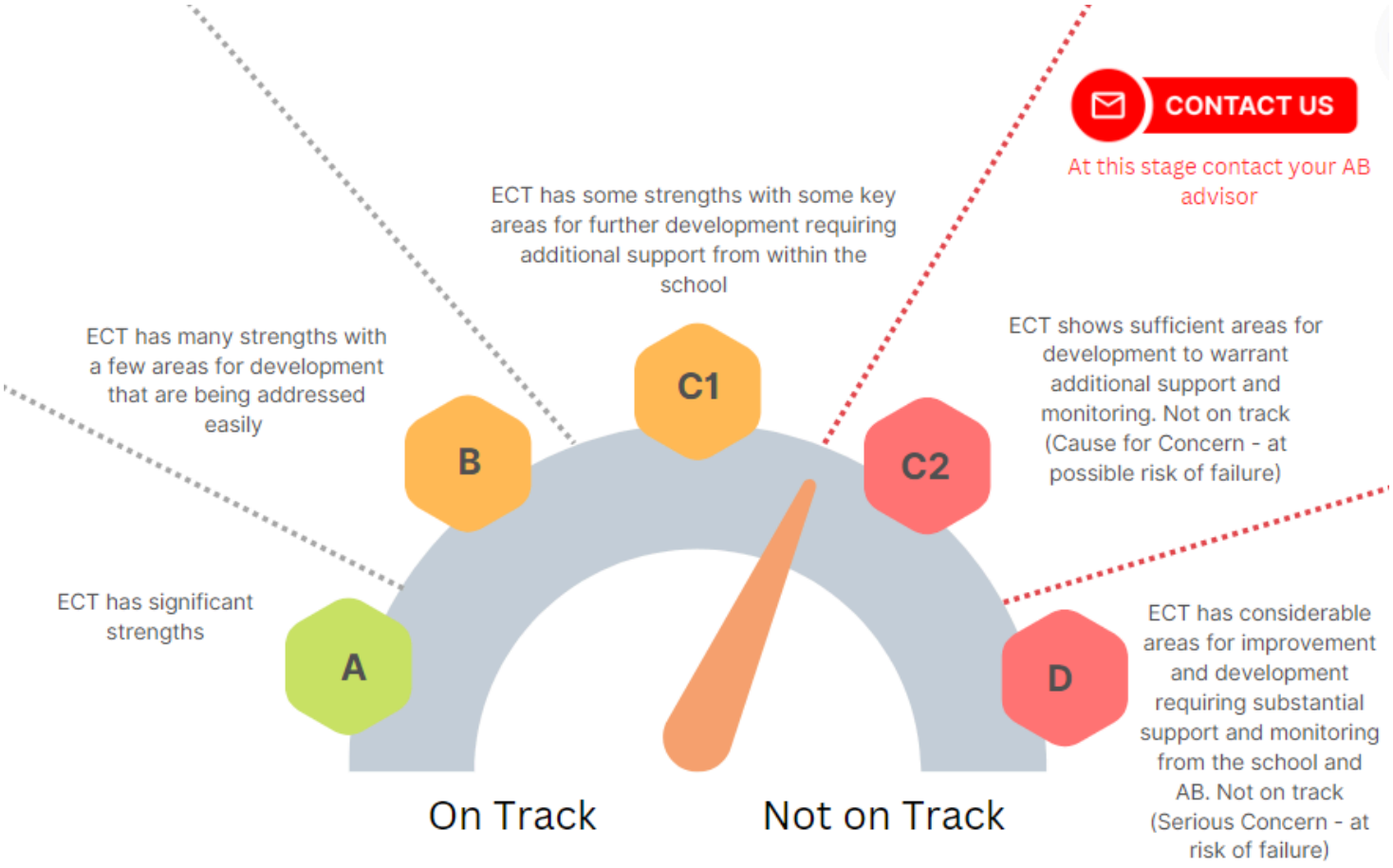
If the headteacher deems the ECT to have not reached the teachers standard by the end of the 2 year induction then an extension may be applied for if it is deemed that an ECT could reach the standard required with additional time. The school **must** contact their linked advisor prior to making an extension application.

Step 1 - Contact AB advisor to discuss
Step 2 - Open the term 6 assessment and select “Not met the Teachers' Standards - The above named teacher's performance indicates that they **have not made** satisfactory progress against the Teachers' Standards for the satisfactory completion of the induction period.”
Step 3 - Select “request an extension” and the required amount of terms.
Step 4 - On headed paper write to Chiltern Appropriate Body with the reason behind the extension request please send to ctshadmin@chilternlearningtrust.org FAO Katy Norsworthy.

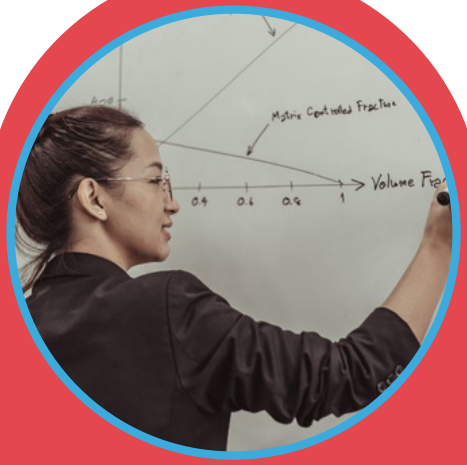
One Induction Period

An ECT has only one chance to complete statutory induction. An ECT who has completed induction, and is judged to have failed to meet the Teachers’ Standards at the end of their induction period, is not permitted to repeat induction. While such an ECT does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work. Their name is included on the list of persons, held by the Teaching Regulation Agency, who have failed to satisfactorily complete an induction period.

Grading



Support **Plans**



An ECT who is currently working at C2 or D (and therefore not on track) will require a support plan. Support plans should be written by the Induction Tutor in collaboration with the ECT and submitted with the termly reports. The aim of the support plan is to document clear targets to support the ECT and document who will be responsible for delivering the support.

Please complete the ECT Personal Support Plan

Monitoring Visits

The Appropriate Body are required to conduct monitoring visits to schools to ensure the statutory elements of induction are being followed. Schools will be contacted when a monitoring visit is required. The visit will include meeting with key members of staff and may include joint lesson observations for quality assurance.

Induction Certificates

ECTs will be informed by the Appropriate Body when induction has sucessfully been completed. Updated QTS certificates can be downloaded from https://www.teaching-school.co.uk/QTS-and-Induction-Certificates/

Frequently Asked Questions

https://www.teaching-school.co.uk/Early-Careers-FAQs/

Important dates

Induction term dates

Tuesday 1st September 2026 – Friday 18th December 2026
Reports open: 27th November
Reports due by: 11th December 2026

Monday 4 January 2027 – Thursday 25 March 2027
Reports open: 4th March 2027
Reports due by: 18th March 2027

Monday 12 April 2027 - Wednesday 21st July 2027
Reports open: 30th June 2027
Reports due by: 14th July 2027

Additional Resources

Please find links below to some templates and exemplars which you are welcome to use/adapt to support the monitoring and assessment of your ECTs

Progress report example - Primary

Progress report example - Secondary

Assessment example - Primary

Assessment example - Secondary

ECT & IT meeting notes

Meeting schedule

Monitoring Visit Report

Monitoring Visit Process

Lesson Observation Record

Standards Tracker

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