



# ECT Align 2026-28

The Hampshire offer for  
Early Career Teachers



**Hampshire**  
County Council

Improvement and  
Advisory Service

# Contents

Introduction	1
Why choose ECT Align?	2
Benefits to your ECTs and mentors	3
Hampshire's partnership with Ambition Institute	5
ECT programme	7
Mentor programme	12
Testimonials	14
How to register	15
ECT Align and the Appropriate Body	16

## Contact us

Should you have any questions, please  
contact us at [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk)

We are delighted to introduce our comprehensive Early Career Teacher (ECT) Programme, designed to support and nurture new teachers as they embark on their professional journey. As part of their induction, all Early Career Teachers (ECTs) are required to complete an approved two year programme as part of their early career teacher entitlement (ECTE). By entering your induction with Hampshire Improvement and Advisory Service you will be open to accessing all the professional development opportunities that we offer on an ongoing basis.

Our ECT programme spans two years, providing a structured and supportive environment for early career teachers. Throughout this period, participants will engage in high quality training sessions from experienced facilitators, receive personalised mentoring, and have access to a wealth of resources aimed at enhancing their teaching practice. Our goal is to build a strong foundation for a successful and fulfilling career in education.

### **Key features:**

- **fully funded by the Department of Education (based on full participation)**
- **expert trainers with classroom examples and experience to draw on to help your ECTs in their journey**
- **aimed at sharing the joy and self fulfilment of teaching whilst balancing workload and wellbeing**
- **helping your ECTs become more confident, competent and expert in the classroom through our open approaches.**

## Why choose ECT Align?

**Evidence informed curriculum:** the carefully sequenced, evidence informed programme provides a strong foundation for ECTs as they progress with their career, supporting consistent improvement and long term impact in the classroom. The curriculum supports ECTs to develop strong models of effective teaching.

**Designed with flexibility in mind:** we recognise that every school is different. That's why our programme is designed to fit around school life, with a 'little and often' approach that allows ECTs and mentors to engage with learning alongside their existing commitments.

**Benefit from instructional coaching:** ECTs benefit from regular instructional coaching sessions, where mentors provide focused, bite sized steps to practice each week. Coaching is responsive to individual classroom contexts, with regular observation and feedback enabling ECTs to keep getting better over time.

**Tailored support:** specialist content supports ECTs in meeting pupils' needs, including oracy, early cognitive development and special educational needs and disabilities (SEND). A wide range of training materials is available, with subject, phase and setting specific examples, ensuring a personalised pathway through the programme. This aligns strongly with Hampshire's commitment to inclusive, high quality teaching for every child.

**Commitment to quality:** Hampshire is dedicated to supporting teachers at all stages of their careers. We strive to ensure that every pupil across the county receives an excellent educational experience through quality first teaching.

## Benefits to your ECTs and mentors

**Develop their practice:** our programme helps teachers build confidence by strengthening their knowledge, classroom practice and effective working habits.

**Flexible learning:** a blended approach to content and delivery ensures training can be balanced alongside the demands of teaching.

**Boost wellbeing:** pastoral coaching offers ECTs support with wellbeing and workload, helping them transition successfully into school life.

**Diagnostic tools:** mentors have access to robust diagnostic tools to assess what their ECT(s) already know from initial teacher training, allowing coaching to better meet the needs of their ECT(s).

**Personalised mentor training:** mentors can personalise their own development through access to over 40 hours of online sessions. These sessions enable mentors to make the programme their own and learn through a truly tailored training experience, alongside the statutory elements. These online sessions are also available to mentors who have previously completed the programme and wish to continue developing their expertise.

**ECT Align facilitators are highly experienced, successful classroom practitioners who understand local school contexts, strengths and challenges.**

Our programme is continuously refined through feedback, evaluation and a close working relationship with you, ensuring it remains responsive and effective.

New for 2026-28 is the offer of training in meeting the needs of pupils with specific educational needs facilitated by our experts in this area. This is alongside the adaptive teaching focus which explores further best practise for the classroom.

The ECT Align 2026-28 programme ensures ECTs receive their full entitlement to evidence based learning, equipping them with the knowledge, skills and confidence for a long and fulfilling teaching career.

Be a part of Hampshire's proud tradition of excellence in education. Enrol your ECTs and mentors on the ECT Align 2026-28 programme and give them the first step towards a rewarding teaching career with unparalleled support and guidance.

Together we can make a difference in the lives of pupils across Hampshire.

Hampshire shares Ambition Institute's mission to support teachers and school leaders at every stage of their careers, helping them to keep getting better. As a charity, Ambition Institute provides training and professional development based on rigorous research and evidence about what really works. Ambition Institute is a nationally recognised lead provider whose Early Career Training Programme has been judged Outstanding by Ofsted in 2025, reflecting their 'exemplary' programme design and training materials, 'exceptional training' of ECTs and 'high quality' mentor training and 'rigorous' quality assurance.

Ambition Institute:

- believes that high quality teaching has the greatest impact on pupil outcomes
- trains teachers and leaders to make a meaningful difference for all pupils, particularly those who are most disadvantaged
- aims to support educators to build long, fulfilling careers
- designs evidence informed programmes that offer practical tools to address real challenges in the classroom and across schools.

## Costs

ECT Align 2026-28 is **free** to all maintained, academy and Section 41 funded independent schools.

Non Section 41 funded independent schools are welcome to join our programme. Please contact us directly at [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk) for information about fees.



# Align

Early career teacher  
development

'At Ambition Institute we support teachers and school leaders to keep getting better through high quality, evidence informed professional development. The feedback we've received from ECTs and mentors alike on the new Early Career Training Programme has been overwhelmingly positive, and we hope you feel supported, developed and challenged through your study. Our programme has been designed by experts in teaching and learning to ensure you are fully prepared for the broad and complex challenges that await you in the classroom, be they around behaviour, curriculum, teaching or working with pupils with special educational needs and disabilities (SEND). With conferences, clinics and self study packed with evidence and examples you will receive a thorough grounding in the core knowledge you need as a teacher. Through diagnostic assessments, low stake quizzes and weekly coaching in your own classroom, the programme will meet you where you are and provide you with the next steps to progress your classroom practice.'

*Jo Facer, Director, Programmes (ECT),  
Ambition Institute*

'There are so many fulfilling moments as a teacher and a career unlike any other. It has huge ranging opportunities and at times presents some challenges that we always solve and learn from. It is such a privilege to work with teachers who are committed to working with children and young people in their holistic development.

All of our ECT Align facilitators started life in the classroom, became leaders and are in and out of schools every week working with teachers. They have chosen to share their experiences and knowledge, through the carefully designed training programme covering the ITTECF, to help you enjoy and succeed throughout induction. We offer constant support any time it is needed and will walk with you throughout your important first years in teaching. We have many testimonials of ECTs and mentors who have learnt from and enjoyed the programme and some ECTs progressing to be mentors themselves further investing in teacher development. We are excited to embark on this journey with you and look forward to seeing the positive impact our ECT Programme will have on your professional growth and development.'

*Tania Harding,  
ECT Align Programme lead*

## ECT programme

The innovative curriculum sequence seamlessly integrates knowledge from all strands (behaviour, instruction, and curriculum and assessment), progressively increasing in challenge. With enhanced diagnostic tools, it offers a personalised learning journey, with the ability to select modules and examples tailored to support and challenge your ECTs based on their unique needs. This approach reflects the advanced knowledge gained from ITT, reducing repetition, and increasing flexibility. Additionally, the programme includes a significant expansion of examples around SEND across all phases and special schools, ensuring a more inclusive and comprehensive experience.

Our programme is designed to support ECTs in mastering the essential aspects of teaching through four key strands: **Behaviour, Instruction, Curriculum and Assessment and Professional Practice.**

In each of the strands your ECT will learn to:

### Behaviour

- Create a positive classroom culture
- Establish and maintain clear expectations and routines
- Respond to disruption
- Support pupils to steer their emotions and interactions, as well as direct their own learning
- Foster positive and healthy attitudes to challenging tasks
- Promote a culture that embraces error as a learning opportunity

### Instruction

- Identify and build on pupils' prior knowledge
- Use models to illustrate new ideas and processes
- Use explanations to communicate new information
- Design, use and remove scaffolds over time
- Structure retrieval to support long term recall
- Increase challenge to deepen pupil thinking

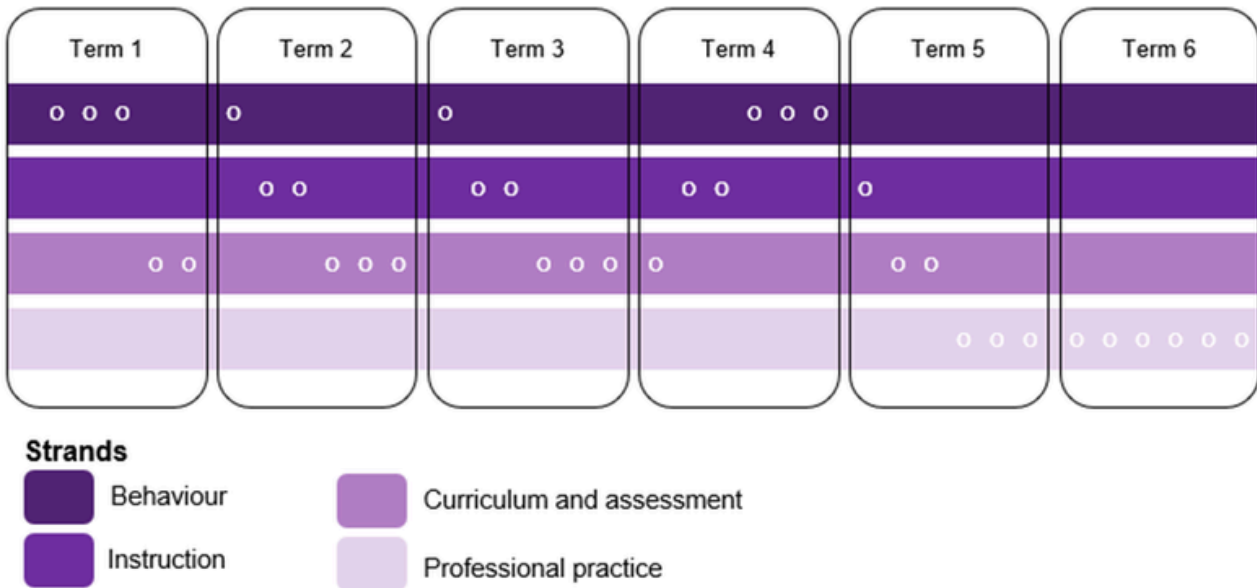
### Curriculum and assessment

- Collaborate with others to identify curriculum purpose
- Identify and sequence knowledge across lessons
- Understand core approaches across subjects
- Anticipate, identify and address gaps and misconceptions
- Create an inclusive classroom environment
- Respond to pupils' needs
- Support pupils to think critically about key ideas

### Professional Practice

- Identify and engage with high quality research
- Increasingly contribute to the wider school culture
- Manage workload when taking on additional responsibilities
- Use a structured approach to make adaptations to practice

Each term, ECTs engage with multiple strands, ensuring a well rounded approach to the diverse challenges they may encounter in their classrooms.



### The learning experience

With an overarching theme each term, our programme offers a fortnightly self study schedule over the two years. This structure allows ECTs to dedicate two weeks to each module, providing ample time to understand the content, practice with their mentor, and integrate new strategies into their teaching.

Year 1	Autumn	Creating the enabling conditions for learning
	Spring	Introducing pupils to new knowledge
	Summer	Enabling pupils to engage in high quality practice
Year 2	Autumn	Increasing challenge for pupils
	Spring	Working in education
	Summer	Reflecting, revisiting and embedding good teaching practices



Year 1		
<b>Term 1</b>		
Fostering the enabling conditions for learning		
<b>Self study</b>		<b>Events</b>
Week	1-2	
	3-4	Positive classroom culture
	5-6	Routines and expectations
	7-8	Disruption, consistency and relationships
	9-10	Curriculum purpose
	11-12	Identifying and sequencing knowledge
	13	Term 1 retrieval questions
<b>Conference 1:</b> Enabling conditions for the ECT programme		
<b>Clinic 1:</b> High expectations		
<b>Term 2</b>		
Introducing new knowledge		
<b>Self study</b>		<b>Events</b>
Week	14-15	Prior knowledge
	16-17	Explanations
	18-19	Modelling
	20-21	Gaps and misconceptions
	22-23	Formative assessment
	24-25	Understanding pupil need and inclusion
	26	Term 2 retrieval questions
<b>Conference 2:</b> Adaptive teaching		
<b>Clinic 2:</b> Working together		
<b>Term 3</b>		
Enabling high quality practice		
<b>Self study</b>		<b>Events</b>
Week	27-28	Attention and belonging
	29-30	Emotional self regulation
	31-32	Practice and scaffolding
	33-34	Pair and group talk
	35-36	Feedback
	37-38	Adapting lessons to meet pupils' needs
	39	Term 3 retrieval questions
<b>Clinic 3:</b> Effective feedback		

Year 2		
<b>Term 4</b>		
Increasing challenge		
<b>Self study</b>		<b>Events</b>
Week	1-2	Promoting deep learning
	3-4	Retrieval
	5-6	Challenge
	7-8	Academic expectations and metacognition
	9-10	Independence, effort and perseverance
	11-12	Culture of error
	13	Term 4 retrieval questions
<b>Conference 3:</b> Supporting pupil success in all subjects		
<b>Clinic 4:</b> Thinking hard		
<b>Term 5</b>		
Working in education		
<b>Self study</b>		<b>Events</b>
Week	14-15	Pupil development
	16-17	Specialist provision
	18-19	Pastoral support
	20-21	Subject approaches and debates
	22-23	Research and criticality
	24-25	Taking on additional responsibilities
<b>Clinic 5:</b> Oracy		
<b>Term 6</b>		
Reflecting, revisiting and embedding		
<b>Self study</b>		<b>Events</b>
Week	27-28	Explore (includes Term 6 diagnostic)
	29-30	Contextual factors
	31-32	Prepare
	33-34	Ongoing reflection
	35-36	Deliver
	37-38	Sustain
<b>Clinic 6:</b> Supporting all pupils		

- Behaviour
- Instruction
- Curriculum and assessment
- Professional practice

The additional time allocated for reflection and in depth exploration of each module enables ECTs to develop strong mental models and become more proficient in their practice. This thoughtful approach ensures that ECTs are well prepared to excel in their careers and make a lasting impact on their students.





## Essential events

Our conferences and clinics are an integral part of the programme and are designed to elevate your ECTs professional development over the two years. Attendance at these events is crucial to fully benefit from the programme.

The three conferences are tailored to build upon the knowledge acquired through self study modules, providing deeper insights and advanced learning opportunities. Meanwhile, the six clinics address common teaching challenges, offering practical solutions and helping ECTs understand what good practice looks like in their own classrooms.

Year 1	Autumn	Conference 1: Enabling conditions for the ECT programme Clinic 1: High expectations
	Spring	Conference 2: Adaptive teaching Clinic 2: Working together
	Summer	Clinic 3: Effective feedback
Year 2	Autumn	Conference 3: Supporting pupil success in all subjects Clinic 4: Thinking hard
	Spring	Clinic 5: Oracy
	Summer	Clinic 6: Supporting all pupils

The multiple elements of this extensive programme are meticulously designed and sequenced to progressively enhance knowledge and skills whilst striking a balance between training and workload.

	Year 1						Year 2						Total number of hours
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
 Conference	6 hours		6 hours				6 hours						18 hours
 Clinic		1.5 hours		1.5 hours	1.5 hours			1.5 hours	1.5 hours		1.5 hours		9 hours
 Self study	← 14 hours →						← 12 hours →						26 hours
 Coaching	Weekly mentor session						Weekly mentor session						

## Mentor programme

For mentors, the one year programme provides a balance between excellent training and consideration of workload and commitments for busy colleagues. It has been designed to ease the workload for new mentors while ensuring continued support for ECTs in their second year. Existing mentors can stay up to date with the latest programme enhancements and refresh their knowledge through accessible online training materials, without needing to complete the programme again.

Mentors completing the programme will have a thorough understanding of instructional coaching; how to do it well, and how to adapt it to the needs of their ECT.

The coaching tool on Steplab is user friendly and offers personalisation of action steps, empowering mentors to tailor the coaching experience.



The wellbeing of ECTs is supported through pastoral coaching, which provides dedicated time for essential conversations about wellbeing, workload, and all other aspects of teaching, ensuring a holistic approach to support and development that complements instructional coaching. Schools have the flexibility to include this innovating pastoral coaching in the weekly coaching cycle or maintaining their commitment to weekly instructional coaching.

Instructional coaching should continue in year 2 on a fortnightly basis to ensure sustained support and development for the ECT, whilst allowing ample time to implement new strategies effectively.

A key element of the programme continues to be the live training events – Conference 1, Conference 2, and Clinic 1. These events help mentors engage with the theory behind instructional coaching, whilst emphasising their own development.

Mentor one year programme	Autumn	Conference 1: Developing high quality instructional coaching
	Spring	Conference 2: Adapting the instructional coaching model to ECT expertise
	Summer	Clinic 1: Providing challenge through instructional coaching

We strongly believe that this knowledge will not only enable mentors to excel in developing ECTs but also enhance their effectiveness in their broader school roles.

Year 1							Total number of hours
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2		
 Conference	6 hours		6 hours				12 hours
 Clinic					1.5 hours		2 hours
Coaching	Weekly coaching (instructional/pastoral coaching)						

## Testimonials

“The guidance provided by ECT Align has been invaluable to me as an induction tutor. No question has been too big, small or silly to ask when I have needed support and the responses have been timely and clear. I have enjoyed working with ECT Align and have felt they have worked in partnership with myself, my school and my ECTs. I would not hesitate to recommend the ECT Align programme of training and support.”

***Induction Tutor***

“My ECT experience so far has been very positive and supportive. The ECT clinics have been both informative and helpful in developing my confidence and understanding of effective teaching practice. Within my school, I have received consistent support from my mentor through regular lesson observations, feedback and professional discussions which have helped me reflect on and improve my teaching. The training provided through Steplab has also been valuable in supporting my professional development and helping me embed strategies into my classroom practice. In addition, having dedicated, protected ECT time out of class has allowed me to stay on top of my workload, complete training, and reflect on my progress, contributing to a manageable and rewarding experience overall.”

***ECT***

## How to register

Please let us know that you would like to join our programme by completing the **ECT Align Registration form**. If you are a non Section 41 funded school, please click [here](#) instead.

The DfE's **Register early career teachers service** will open for September 2026 registrations on Monday 15 June.

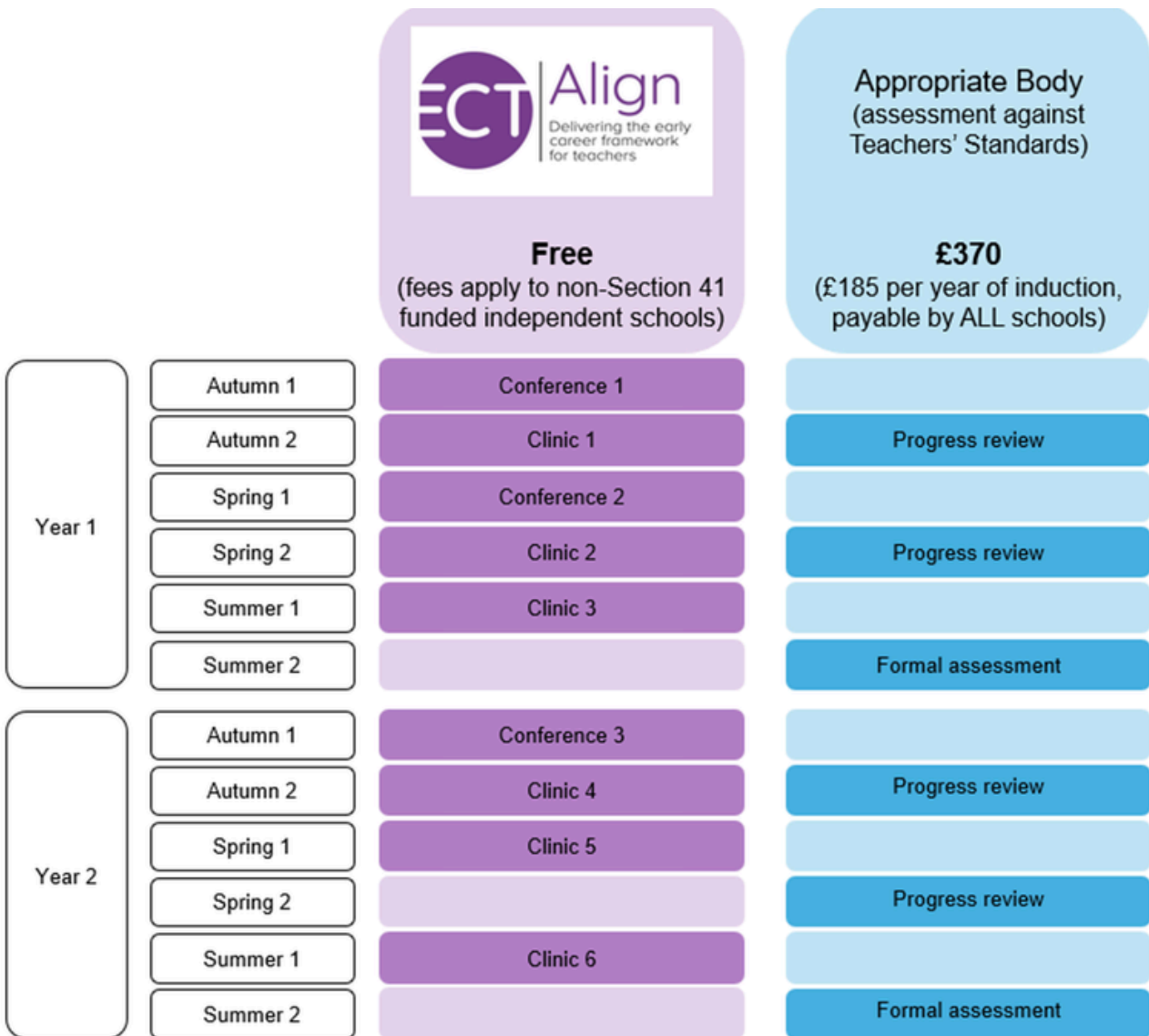
Please ensure that your ECTs are also registered with an Appropriate Body.

## Contact us

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## ECT Align and the Appropriate Body

Teaching School Hubs (TSHs) are now the main provider of all Appropriate Body services to schools. The Appropriate Body and ECTP operate independently yet in tandem to fully support ECTs during their first two years of teaching. Please ensure that you gave registered your ECT directly with your chosen Appropriate Body.



## ECTE Statutory Responsibilities

Length of support	Two years
Timetable reduction	10% reduced timetable in first year 5% reduced timetable in second year
Content	Induction should be based on ITTECF
Funding	School receives funding for delivering the ECTP
ECT pay	Able to progress on the pay scale during induction
Role of the Appropriate Body	Now undertaken through a Teaching School Hub Checks schools are providing the statutory entitlement for the ECT Monitors ECT progress against the Teachers' Standards
Assessment (Appropriate Body)	Marked against the Teachers' Standards Two formal assessment points and termly reviews
Role of the Tutor (Appropriate Body)	Two year role to support and evaluate the progress towards achieving all the Teachers' Standards
Role of the Mentor (ECF)	One year training programme for new mentors Provide two years of designated non judgemental support

More information about Appropriate Bodies and their role in Early Career Teacher induction can be found on the Department of Education website  
[Find an appropriate body - GOV.UK.](https://www.gov.uk)

If you have any questions about the relationship between ECT Align and your Appropriate Body, please get in touch with Rachel Wood at [ECT.Align@hants.gov.uk](mailto:ECT.Align@hants.gov.uk)

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