

ECT Align 2025-27

**The Hampshire offer for
Early Career Teachers**



Hampshire
County Council

Improvement and
Advisory Service

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Contact us

Should you have any questions, please
contact us at 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). At Hampshire, we are dedicated to supporting teachers at every stage of their career and are here to support them every step of the way. 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.

Our partnership with Ambition Institute

In collaboration with Ambition Institute, HIAS staff are proud to deliver the ECT Align 2025-27 programme. This initiative is **fully funded** by the DFE and designed to equip your ECTs with the skills and knowledge needed to thrive in teaching.

Why choose ECT Align?

Tailored support: our two year programme is designed to provide ECTs with the additional support they need at the start of their career, ensuring a smooth transition from initial teacher training to the early career stage and beyond.

Mentor excellence: we recognise the critical role of mentors in an ECTs professional journey. Our programme builds capacity at the mentor level, ensuring ECTs receive the guidance and support necessary for success through a one year training programme for mentors. This programme equips peer educators in instructional coaching and deepens the skills and knowledge necessary to effectively guide and support ECTs. Our mentors play a crucial role in the development of new teachers, and we are dedicated to providing them with the best possible training to ensure their success.

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.

Be a part of Hampshire's proud tradition of excellence in education. Enrol your ECTs and mentors in the **ECT Align 2025-27** 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.

‘At Ambition Institute we support teachers and school leaders to keep getting better through high quality, evidence informed professional development. We are very proud of the programme we have developed for early career teachers and their mentors in recent years.

From September 2025 our Early Career Training programme will include new features such as additional materials on special educational needs and disabilities (SEND), oracy and early years; diagnostic tools to tailor study materials to an early career teacher’s personal level of expertise; and pastoral coaching.’

Carly Waterman, Director, Early Career Teachers, 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 Align 2025-27

Building on the success of the existing programme, Ambition Institute have made significant improvements for the 2025-27 programme, improving the experience for all.

Highlights are:

- improved curriculum structure for ECTs
- updated event schedule to provide more targeted support throughout the programme
- self study tailored to the needs of ECTs through improved diagnostic tools
- increased subject and phase specific exemplification
- higher pitched content, building on knowledge gained during ITT
- ECT self study fortnightly throughout the programme
- the option of pastoral coaching within planned coaching cycles
- new one year training programme for mentors
- new way to access online content and resources – MyECF.

The ECT Align 2025-27 programme ensures ECTs receive their entitlement to evidence based learning, empowering them with the skills and knowledge needed for a long and fulfilling career.

Costs

ECT Align 2025-27 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 for information about fees.

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.**

Behaviour

Support with:

- creating high expectations in the classroom through routines, relationships and consistency
- fostering positive learning behaviours such as self-regulation and metacognition
- building motivation, independence and effort.

Instruction

Support with:

- building pupil understanding, considering the importance of prior knowledge in learning
- supporting lasting learning using instruction based strategies such as practice and retrieval
- deepening pupils' thinking by introducing and embedding challenge.

Curriculum and assessment

Support with:

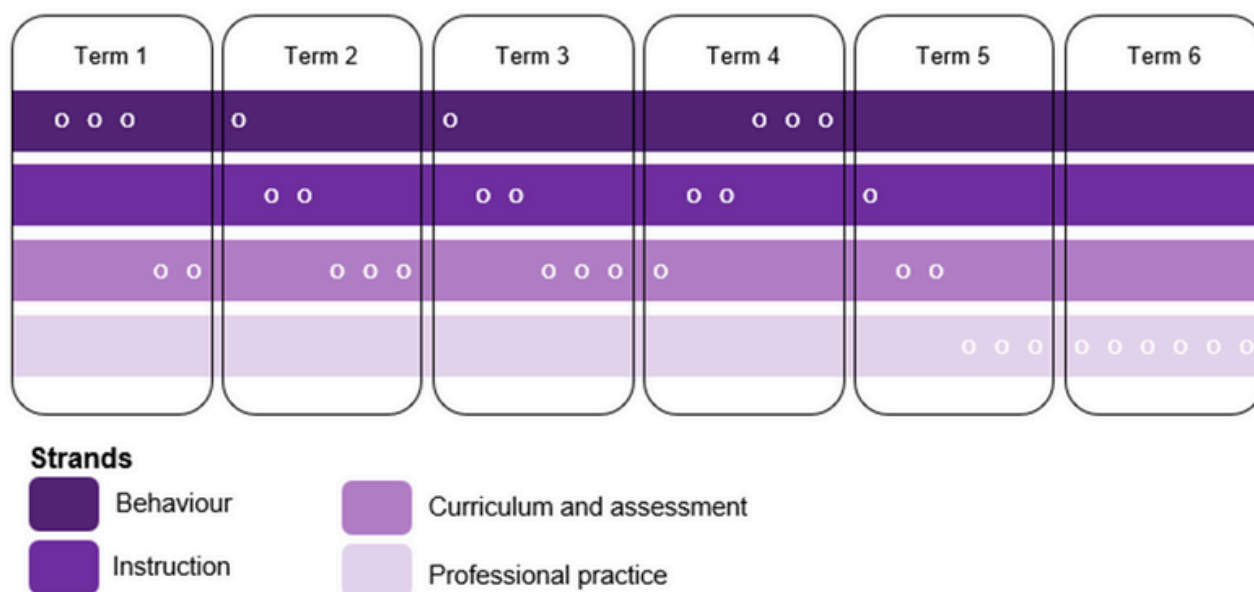
- planning and enacting curriculum inputs to support learning goals
- understanding the needs of all pupils, including pupils with SEND
- how to effectively adapt teaching in response to pupil need, considering gaps and misconceptions, and assessment and feedback.

Professional practice

Support with:

- identifying areas for development in own practice
- being responsible for implementing improvement in their classroom
- becoming a critical consumer of research and evidence.

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									
Term 1									
Fostering the enabling conditions for learning									
Self study					Events				
Week	1-2				Conference 1: Enabling conditions for the ECT programme				
	3-4								
	5-6								
	7-8				Clinic 1: High expectations				
	9-10								
	11-12								
	13								
Term 1 retrieval questions									
Term 2									
Introducing new knowledge									
Self study					Events				
Week	14-15				Conference 2: Adaptive teaching				
	16-17								
	18-19								
	20-21				Clinic 2: Working together				
	22-23								
	24-25								
	26								
Term 2 retrieval questions									
Term 3									
Enabling high quality practice									
Self study					Events				
Week	27-28				Clinic 3: Effective feedback				
	29-30								
	31-32								
	33-34								
	35-36								
	37-38								
	39								
Term 3 retrieval questions									

Year 2									
Term 4									
Increasing challenge									
Self study					Events				
Week	1-2				Conference 3: Supporting pupil success in all subjects				
	3-4								
	5-6								
	7-8				Clinic 4: Thinking hard				
	9-10								
	11-12								
	13								
Term 4 retrieval questions									
Term 5									
Working in education									
Self study					Events				
Week	14-15				Clinic 5: Oracy				
	16-17								
	18-19								
	20-21								
	22-23								
	24-25								
	Term 5 retrieval questions								
Term 6									
Reflecting, revisiting and embedding									
Self study					Events				
Week	27-28				Clinic 6: Supporting all pupils				
	29-30								
	31-32								
	33-34								
	35-36								
	37-38								
	Term 6 retrieval questions								

Behaviour

Curriculum and assessment

Instruction

Professional practice

	Behaviour		Curriculum and assessment
	Instruction		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 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 now more user friendly and offers greater personalisation of action steps, empowering you to tailor your coaching experience like never before.

Ambition Institute have also introduced a new wellbeing element to the programme, pastoral coaching, which complements instructional coaching. This addition provides dedicated time for essential conversations about wellbeing, workload, and all other aspects of teaching, ensuring a holistic approach to support and development.

Schools have the flexibility to enhance coaching by opting to include this innovative pastoral coaching 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

“Looking back on my time as a newly qualified teacher, the ECT programme was incredibly important in helping me build confidence and develop my teaching skills. The clear structure, regular feedback, and helpful resources gave me a strong foundation in both classroom practice and pedagogy. The programme supported me in so many ways - it helped me manage workload, plan more effectively, and better understand how pupils learn. Having a clear focus each term meant I could gradually build on key areas of my teaching without feeling overwhelmed. What made the biggest difference, though, was the support I received from my mentor. They were approachable, encouraging, and always willing to listen. We built a strong professional relationship based on trust and respect, and their guidance helped me believe in myself, even during the tougher times.

Now, as an ECT mentor, I really appreciate how the programme supports both new teachers and mentors alike. It provides a solid framework that helps us focus on the most important aspects of teaching and guides learning in a constructive way. Being able to support early career teachers, just as I was once supported, is a privilege. I aim to build the same positive, supportive relationships with my mentees and help them grow in their pedagogy and professional confidence. Mentoring has not only allowed me to give back, but it has also helped me grow further as a teacher and leader.”

Jodie Young, 2021-23 ECT and 2024 - 26 mentor at Foxhills Infant School

How to register

Please let us know that you would like to join our programme by completing the [ECT Align Registration form](#).

The DfE's Manage training for early career teachers service will open for September 2025 registrations on Monday 16 June.


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

Contact us

Should you have any questions, please contact us at ECT.Align@hants.gov.uk

ECT Align and the Appropriate Body

From September 2024, Teaching School Hubs (TSHs) are the main provider of all Appropriate Body services to schools. The Appropriate Body and ECF provision operate independently yet in tandem to fully support ECTs during their first two years of teaching.

		 Free (fees apply to non-Section 41 funded independent schools)	£370 (Appropriate Body (assessment against Teachers' Standards) (£185 per year of induction, payable by ALL schools)
Year 1	Autumn 1	Conference 1	
	Autumn 2	Clinic 1	Progress review
	Spring 1	Conference 2	
	Spring 2	Clinic 2	Progress review
	Summer 1	Clinic 3	
	Summer 2		Formal assessment
Year 2	Autumn 1	Conference 3	
	Autumn 2	Clinic 4	Progress review
	Spring 1	Clinic 5	
	Spring 2		Progress review
	Summer 1	Clinic 6	
	Summer 2		Formal assessment

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 ECF
Funding	School receives funding for delivering the ECF programme
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/guidance/induction-for-new-teachers)

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

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