TSH Berkshire New Induction Tutor Briefing
July 10th 2023

For a recording of the session see [here.](#)

Terminology

- **Lead provider** — UCL
- **Delivery partner** — TSH Berkshire
- **UCL Extend** — UCL's VLE platform where all the resources can be found
- **Appropriate Body** — The organisation that oversees the statutory side of the induction process and assessment against the standards.
- **Induction tutor** — The person in school who oversees the induction process
- **Mentor** — The person who works through the ECF content with the ECT.

Two elements to induction

Formal, statutory induction process

- Appropriate Body oversees

- Assessed against the Teachers' Standards

- Formal lesson observations

- Progress reviews and end of year reports

- ECTs have to pass

- Documentation and resources provided by Appropriate Body

Early Career Framework Support

- ECF Provider oversees

- No assessment – ECF is **not** an assessment framework

- Developmental lesson observations – do not form part of assessment

- Supportive, developmental

- No formal reporting

- Documentation and resources on ECF lead provider portal

School Roles and Responsibilities

Induction Coordinator

- A senior member of staff
- Main point of contact for the whole induction programme
- Ensure that ECTs and mentors are supported with and held to account for their responsibilities
- Tracking and monitoring both elements of induction.
- Assessing the ECT's progress against the Teachers' Standards and completing reports for the AB.

Mentor

- An experienced practitioner
- Has the necessary skills and knowledge to support the ECT in developing their classroom practice
- Meet weekly with ECT to work through ECF provider materials.
- Not normally involved in assessing the ECT against the Teachers' Standards

Registration

Schools need to register in 3 places:

1. On the DfE online registration service
https://manage-training-for-early-career-teachers.education.gov.uk/

2. With UCL (via TSH Berkshire)
https://forms.office.com/r/Q7LEgLu06G

3. With an Appropriate Body for the assessment side of induction
If you would like TSH Berkshire to be your Appropriate Body, please contact Sue Watson, Operations Manager via email at susanwatson@lgs.slough.sch.uk

Registering ECTs and mentors

- The induction tutor should log onto the DfE's online service here:

- https://manage-training-for-early-career-teachers.education.gov.uk/

- To register an ECT or mentor you will need the following information
  - Name
  - Email
  - Induction start date (for ECTs)
  - Teacher Reference Number (TRN)
  - Date of Birth (DoB)

- If you have ECTs who are joining you for the second year of the programme, and they have used a different lead provider in year 1, you need to indicate when you register them that they are going to switch to UCL's programme.

Registering ECTs and mentors

- If you don't know the TRN and DoB for your ECTs and mentors, you can still register them, and the DfE will contact them directly to find this out. **However, it is much easier if induction tutors include this detail at the point of registration.**

- Some universities/ITT providers can be slow to confirm that an ECT has successfully completed their training. The DfE have been advised that the participants get a holding message telling them that their details have been registered but they will not be fully registered until the ITT details are all updated.

Changes to ECTs and mentors

- If any information changes (change in email etc) or new ECTs or mentors join the programme, please update the DfE system.

- If you have ECTs who are currently registered at your school, but are leaving at the end of the academic year, please update the system to show this.

- Induction tutors should "link" ECTs and mentors on the DfE system.

- If an ECT leaves the school during the year, please let us know. We also need to know if there are any changes of mentors during the year.

- To inform us of any changes to participants, please use this Microsoft form.
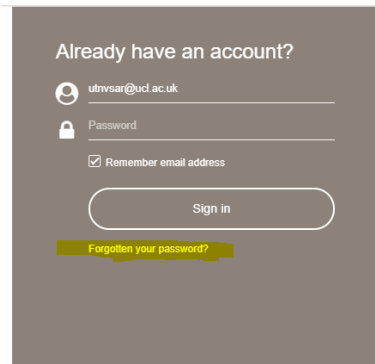
Registering with an Appropriate Body

- **All ECTs will need to also be registered with an Appropriate Body**. This still has to be done as a separate process by schools – the information does not feed through automatically from TSH Berkshire/UCL.

- The Appropriate Body for new ECTs joining your school in September 2023 must be a Teaching School Hub. This can be TSH Berkshire, or another hub. Local Authority Appropriate Bodies can finish off the induction with any ECTs who are currently registered with them, but cannot take on any new ECTs from September 2023.

- There is no charge for the ECF training programme, as this is funded by the DfE, **but Appropriate Bodies do charge for their services.**

What happens next?

- Once the induction tutor, ECT and mentors have been registered, they will receive log in details to UCL Extend, which is UCL's online platform where all the materials can be found.

- **CHECK JUNK EMAIL FOLDER FOR THIS EMAIL. If you don't get the email, you can do the "password reset" option on Extend.**

- UCL have produced a Guide to Extend, which can be found on our website [here.](#)

Extend Log in

- Go to https://extend.ucl.ac.uk/course/view.php?id=1024
- Ensure on the login page you go to **"Already have an account" on the right hand side:**

Already have an account?

👤 utnvsar@ucl.ac.uk

🔒 Password

☑ Remember email address

Sign in

Forgotten your password?

- Username = email address you have been registered with on the DfE
- Then click on "forgotten your password"
- You will then be asked to put in your email address again, and you should be sent a new password
- If you have any problems accessing the platform please send a screenshot to UCL ECF Team at ecf.nro@ucl.ac.uk

UCL ECF Programme Year 1 Expectations - ECTs

- Self study – 4 hours per half term (2 hours in HT 6)
- Face to face training – 2 hours per half term
- Online training – 1 hour per half term
- Mentor meeting – weekly 1 hour meeting

- All lead providers had to follow strict rules from DfE about structure of programme and number of hours required for each element.
- ECTs should have a 10% timetable reduction.

UCL ECF Programme Year 1 Expectations - mentors

- Self study – 2 hours per half term
- Online training – induction conference in Autumn Term and then a one hour online training session in each of the spring and summer terms.
- Mentor meeting – weekly 1 hour meeting
- Uses ONSIDE mentoring model

- There is no specified time allowance for mentors but they need "sufficient time" to carry out the role effectively.

UCL ECF Programme Year 2 Expectations - ECTs

- Self study – 1 hour per half term in half terms 1-5
- Face to face training – 2 hours per half term in Autumn and Spring terms
- Mentor meeting – fortnightly 1 hour meeting
- 2 School visits in second half of summer term
- Focus of the year is practitioner inquiry – but some ECTs may decide with their mentor that it would be more beneficial to spend time re-visiting the material from Year 1 of the programme.

- ECTs should have a 5% timetable reduction.

UCL ECF Programme Year 2 Expectations - mentors

- Self study – 2 hours per half term
- Online training – induction conference in Autumn Term and then a one hour online training session in each of the spring and summer terms.
- Mentor meeting – fortnightly 1 hour meeting
- Uses educative mentoring model

- There is no specified time allowance for mentors but they need "sufficient time" to carry out the role effectively.

Year 1 Programme - ECTs

What	When	Delivery mode	Duration
ECT Induction Conference (UCL/TSH Berkshire)	Thurs 14th Sept 16:00 -17:30	Online	90 minutes
ECT training session	Start of each half term	F2F	90 minutes (with optional 30 min Q and A at end)
ECT online learning community (OLC)	End of each half term	online	60 minutes
ECT self-study	Each half term	Online reading and reflection materials*	4 hours in half terms 1-5, 2 hours in half term 6
Mentor/ECT meeting	Weekly	F2F	Typically 60 minutes

*ECTs can either read online, download and read offline/print, or listen to an audio recording of the reading.

Year 2 Programme - ECTs

What	When	Delivery mode	Duration
ECT Induction Conference (UCL/TSH Berkshire)	Tues 19th Sept 16:00 -17:30	Online	90 minutes
ECT training session	Start of each half term in HT 1-4	F2F	90 minutes (with optional 30 min Q and A at end)
ECT self-study	Each half term	Online reading and reflection materials	1 hour in half terms 1-5
ECT Schools visits	Summer term (half term 6)		2 hours per visit
Mentor/ECT meeting	Fortnightly	F2F	Typically 60 minutes

- In year 2 of the programme there are no ECT training sessions in the summer term.
- ECTs can either read online, download and read offline/print, or listen to an audio recording of the reading.

Mentor Training 2023-24

- For 2023-24 the mentor induction conference will be combined with the first mentor online training session so that mentors only have to attend **one training session** each term. The pattern for year 1 and year 2 mentors will be the same.

When	What	Delivery mode	Time Allocation
Autumn term*	Induction conference and mentor online learning community 1	Choice of f2f* or online Delivered centrally by TSH Berkshire	3 hours
Spring Term	Online learning community session 2	Online in regional clusters	1 hour
Summer Term	Online learning community session 2	Online in regional clusters	1 hour

- For Year 2 mentors the f2f sessions will take place in July.

Year 1 Programme - Mentors

What	When	Delivery mode	Duration
Mentor Induction Conference (UCL/TSH Berkshire)	Choice of dates and f2f/online sessions – see the July induction tutor bulletin for details.		
Mentor online learning community (OLC)	One in each of the spring and summer terms	online	60 minutes
Mentor self-study	Each half term	Online reading and reflection materials*	2 hours per half term
Mentor/ECT meeting	Weekly	F2F	Typically 60 minutes

*Mentors can either read online, download and read offline/print, or listen to an audio recording of the reading.

Year 2 Programme - Mentors

What	When	Delivery mode	Duration
Mentor Induction Conference (UCL/TSH Berkshire)	Choice of dates and f2f/online sessions – see the July induction tutor bulletin for details.		
Mentor online learning community (OLC)	One in each of the spring and summer terms	online	60 minutes
Mentor self-study	Each half term	Online reading and reflection materials*	2 hours per half term
Mentor/ECT meeting	Fortnightly	F2F	Typically 60 minutes

*Mentors can either read online, download and read offline/print, or listen to an audio recording of the reading.

Expectations on the UCL ECF Programme

- Take responsibility for their own learning

- Adopt a positive mindset

- Attend all Delivery Partner facilitated sessions and contribute productively. Have cameras on where it is an online session.

- Attend all mentor sessions and be open to feedback

- Be proactive about tailoring self-directed study to prior knowledge

- Tell their mentor, Induction Tutor or facilitator straight away if they have a problem

- Complete the Module Completion Form at the end of each Module

Attendance at training sessions

- If a mentor or ECT can't make the date of a live training session, they should let the local area coordinator know, and they will try to find them an alternative date to attend.

- If there are no suitable alternative dates, the ECT/mentor should watch a central recording made by UCL on Extend.

- It is important that the ECTs/mentors are engaging with the programme throughout, otherwise funding is affected.

Module Content

Year 1

- Module 1: Enable pupil learning
- Module 2: Engage pupil learning
- Module 3: Develop quality pedagogy
- Module 4: Make productive use of assessment
- Module 5: Fulfil professional responsibilities

Year 2

- Module 6: Enable pupil learning
- Module 7: Engage pupil learning
- Module 8: Evaluative inquiry focussing on ECF standards 4,5,6
- Module 9: School visits

UCL

CENTRE FOR EDUCATIONAL LEADERSHIP

Year 1

In Year 1, our ECTs build and apply their knowledge with our first five modules. Each module consists of self-study, mentor meetings, training sessions and online learning community sessions. Because we recognise that our ECTs bring a wealth of knowledge from ITE, we have provided an audit at the start of every module to help them personalise their route.

Module 1: Enable pupil learning
Establish an effective learning environment and manage behaviour. Understand pupils as learners.

Module 2: Engage pupil learning
Appreciate the importance of prior knowledge, memory, and literacy. Expand your curriculum knowledge and subject expertise.

Module 3: Develop quality pedagogy
Plan more effective lessons. Learn how to address the needs of all pupils.

Module 4: Make productive use of assessment
Investigate the application of assessment. Learn how to give high quality feedback.

Module 5: Fulfil professional responsibilities
Explore and apply skills in working with others.

Year 2

In Year 2 our ECTs deepen their knowledge through a spiral curriculum. They revisit previous content, this time personalising and extending their learning by co-creating their own questions to investigate. We call this a practitioner inquiry approach.

Module 6: Enable pupil learning
Working with your mentor, co-create a question to investigate such as: what are the most effective non-verbal signals to help me manage behaviour? We call this an exploratory inquiry.

Module 7: Engage pupil learning
Working with your mentor, co-create a question to investigate such as: to what extent do regular quizzes help my students remember key vocabulary? We call this an exploratory inquiry.

Module 8: Evaluative inquiry focusing on ECF standards 4, 5 and 6
Select a specific area of practice to investigate in more detail. Wow your colleagues with your evaluation.

Module 9: School visits
Expand your horizons by visiting two different settings to compare with your current context.

National Professional Qualifications (NPQs)
Work with us again. This time developing your leadership skills on our NPQs. Find out more at www.ucl.ac.uk/ioe/npq

UCL ECF PROGRAMME CURRICULUM MAP
Find the full map at www.ucl.ac.uk/ioe/ecf

Progress Tracker and Learning Log

	Beginning of Module Audit	Self -Directed Study sessions	Mentor Meetings (using ECF)	Attended ECT Online Learning Community	Attended ECT Training sessions	End of Module Audit	End of module Evidence of Completion Form
1 06/09/21	✓	N/A	✓	N/A	N/A	N/A	N/A
2 13/09/21	N/A	✓		N/A	N/A	N/A	N/A
3 20/09/21	N/A			N/A	N/A	N/A	N/A
4 27/09/21	N/A	N/A		N/A		N/A	N/A
5 04/10/21	N/A			N/A	N/A	N/A	N/A
6 11/10/21	N/A			N/A	N/A	N/A	N/A
7 18/10/21	N/A	N/A			N/A		

Progress Tracker and Learning Log

Learning Log - Extend & Reflect:

You should use the **learning log** to reflect on your learning from self-directed study sessions, mentor meetings, online professional learning communities, discussion forums, induction conferences and training sessions within each module. It may be useful to use this scaffold to also reflect on your learning through shadowing and observing others in school as well as other school-based professional development. This log will provide an opportunity for rich discussion at your Mentor meetings and further evidence of your engagement in the programme.
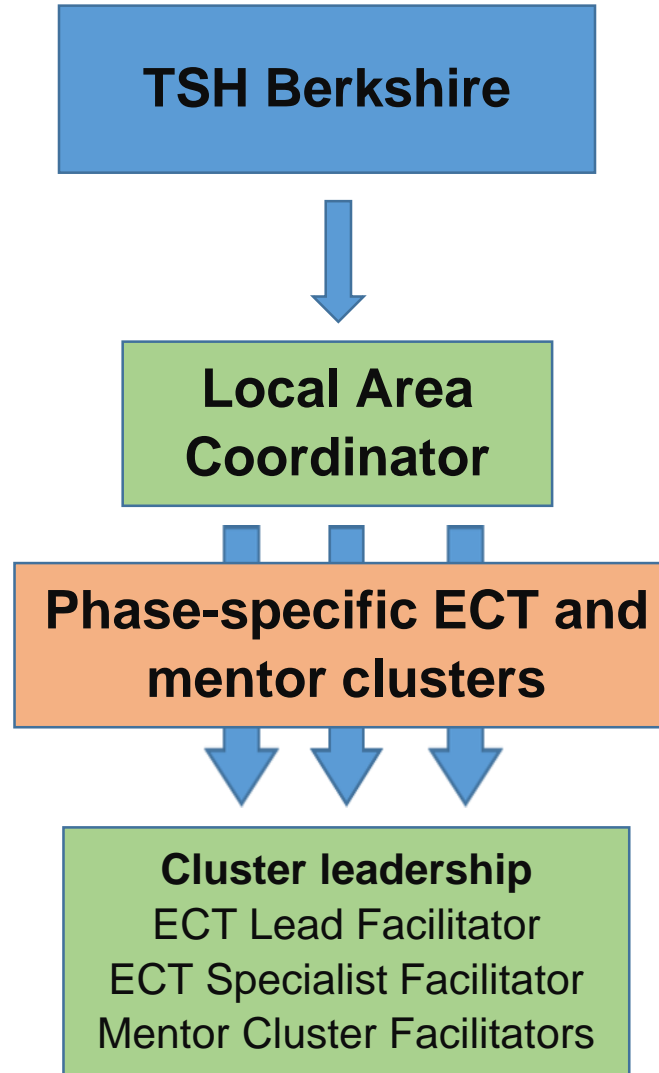
Module 1: Enabling pupil learning:

What has been your **key learning** through this module?	How have you **applied** your learning and made changes to your practice?	Highlight any **successes** or **challenges** you faced.	What **difference** have these changes to your practice made to pupils? To you as a teacher? To the wider team?	**Next steps** (including support needed)	Reference to **Teachers' Standards**

This does not have to be submitted or uploaded to UCL. This is a programme of professional development and, as such, is not assessed.

TSH Berkshire Delivery Model
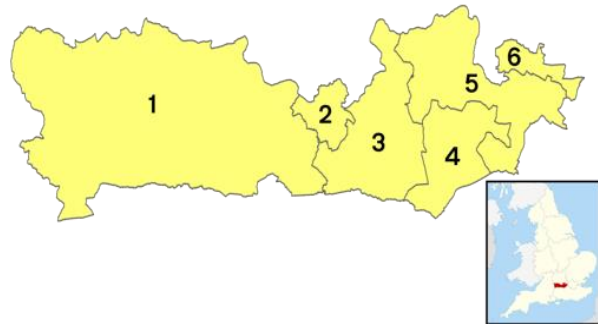
1. West Berkshire
2. Reading
3. Wokingham
4. Bracknell Forest
5. Windsor & Maidenhead
6. Slough

TSH Berkshire

↓

Local Area Coordinator

Phase-specific ECT and mentor clusters

Cluster leadership
ECT Lead Facilitator
ECT Specialist Facilitator
Mentor Cluster Facilitators

TSH Berkshire Cluster Model

Local Authority Area	Local Area Coordinator
Slough	Stacy Mason StacyMason@lgs.slough.sch.uk
Reading (secondary)	Rob Buck R.Buck@maidenerleghtrust.org
Windsor and Maidenhead	Aoife Noctor dohea001@windsorgirls.net
West Berks (primary)	Karen McDowell KMcDowell@thedownsschool.org
West Berks (secondary)	Kathy Hersh Khersh@stbarts.co.uk
Wokingham, Reading, Bracknell Forest (primary)	Alex Powley DL@keysacademytrust.org
S7 Colleges Group	Sharon Kemp Officer@s7colleges.com

What evidence to I need to upload to Extend? How do I evidence my progress against the teacher standards? Where do I upload weekly tasks?

The short answer is that you don't need to upload anything to Extend. You don't need to upload any records of mentor meetings. UCL don't require any evidence of meeting the teacher standards – the ECF is not an assessment framework. Your Appropriate Body should advise you about the evidence gathering side of the process – that is not part of UCL's programme.

It would be useful to have templates for meetings and observations that then can be saved for evidence.

You don't need a formal record of meetings or observation for the ECF as there is no need to collect evidence of completing tasks for the ECF, beyond the tick list on the learning log. Your school or Appropriate Body may have templates or pro forma for you to use for formal observations (which are not part of the ECF).

The content of the mentor meetings is too prescriptive. What happens if we need to discuss another issue that has arisen?

If you need to discuss something else during your meetings occasionally, that is fine and if that means that if some of the mentor meeting topics don't get covered, or are covered in less detail, that is OK. As long as you are doing the majority of the sessions, it is fine. You can also use the materials in a different order, if you really wanted to.

There is too much content to get through in the time available.

Don't worry if you don't manage to get through every aspect of the programme in great detail. You need to attend the training sessions and try to keep up with the self-study, but if you don't manage to do every activity in the mentor meetings it doesn't matter. If you miss a mentor meeting for any reason (illness, trip, etc) don't feel you need to go back and catch up.

Use the module audit to look at the strengths and areas for development with your ECT and then concentrate on the areas that your ECT wants to work on.

UCL Wellbeing Charter

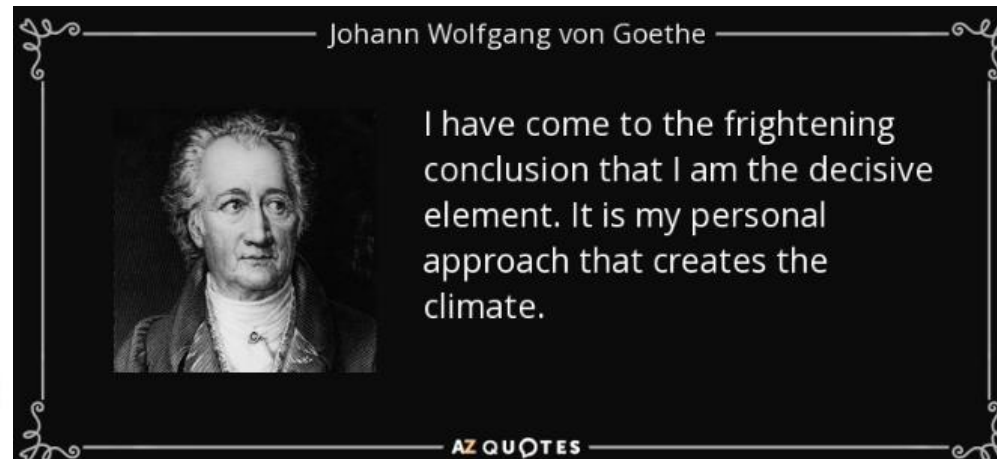## Materials feel like a repetition of what was covered in the training year

The Early Career Framework is virtually identical to the Core Content Framework, which ITE providers have to follow. Obviously ECTs' experiences of their training year differ widely, especially over the past couple of years, so not everyone will feel this way. We have made facilitators aware of this, and asked them to take it into account when planning sessions. ECTs and mentors should also feel they can move away from the prescribed discussions in their mentor meetings, if they feel that they have already covered that. Use the module audit to identify areas of the module that the ECT would like to work on, and focus your time on that. Even if ECTs do feel that they have covered the topic before, what new experience can ECTs bring to it now?

This is a repeat of my ITE year

Teaching Standard: "teachers *need to demonstrate that they can 'take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues"*

Every teacher needs to improve, not because they are not good enough, but because they can be even better.

Dylan Wiliam

Johann Wolfgang von Goethe

I have come to the frightening conclusion that I am the decisive element. It is my personal approach that creates the climate.

AZ QUOTES

6 Outcomes
Voice
Knowledge
Application
Value
Revelatory Moments
Enjoyment

What do schools do if an ECT leaves part way through the programme?

If an ECT leaves before the end of the year, please contact Sue Watson (TSH Operations Manager) and the local area coordinator. Sue will complete the relevant forms for UCL, depending whether the ECT is moving schools and continuing with the ECF elsewhere, or if they have completed induction. You will also need to tell your Appropriate Body, making sure that you complete any paperwork they require you to do before the ECT leaves.

What do schools do if an ECT joins part way through the programme?

- ECTs can join the programme in September, January and April. Any ECTs who join at other times of the year (for example after the half term in October and February) must wait until the start of the next term to join the ECF programme. You can register them with an Appropriate Body as soon as they begin induction with you and the AB will advise what you should do until the ECF programme commences. You will need to register any new ECTs (and mentors) on the DfE's online portal.

- ECTs starting partway through the programme will join in with an existing cluster. So for example ECTs starting in January will begin on module 3 and those starting after Easter will begin at module 4. **They do not need to go back and "catch up" modules done earlier in the year** – they will come round to those modules later in the programme.

- You will also need to register the mentor on the DfE online service.

- Please email Sue Watson with the details of the new ECT and mentor, copying in the local area coordinator.

- For a plan of the routes through the programme for January and April Starters, see the July 2023 induction tutor bulletin.

What do I do if a mentor changes part way through the programme?

If the mentor changes partway through the year, please contact Sue Watson (TSH Operations Manager) and the local area coordinator. Sue will complete the relevant forms for UCL. You will also need to register the new mentor on the DfE online system.

We have a part time ECT – what do they do?

- Depending how part time your ECT is, they can either choose to try to keep up with the main cohort, or spread their learning over a longer period of time. For example, an ECT who is 0.8 might choose to attend all the sessions with the main cluster, and keep up with the main programme. An ECT who is 0.5 might choose to spread a module over a whole term, rather than half a term. In this case they may not be able to attend live sessions with the cluster, but should watch the recordings of training sessions on UCL Extend. Part time ECTs could also use the flexible programme materials, which have reduced content for each module.

- You may also want to talk to your Appropriate Body about the length of the induction period for your part time ECTs. Technically, part time ECTs should have a longer induction period, as they should do a length of time equivalent to 2 full years, but Appropriate Bodies can agree a reduced period with the school and the ECT. That is up to the Appropriate Body, and not related to the ECF – just because a part-time ECT completes all the ECF modules in 2 years does not mean they will automatically be able to complete statutory induction in 2 years.

More information

- We have produced a "Guide for Schools" and check list which you can find on our website.

DfE Support

There is a DfE helpline email for schools, if they have individual queries about the process:

- continuing-professional-development@digital.education.gov.uk

Please include your school URN if you contact them.

There is also updated guidance on the gov.uk website:

- Step-by-step guide / checklist for setting up the training programme:
- https://manage-training-for-early-career-teachers.education.gov.uk/how-to-set-up-your-programme
- Changes to statutory induction for early career teachers (updated)
- https://www.gov.uk/guidance/changes-to-statutory-induction-for-early-career-teachers-ects

DfE Support

- How the Early Career Framework supports induction (new)

- https://www.gov.uk/guidance/how-the-early-career-framework-ecf-supports-induction

- Induction, training and support for early career teachers (new) https://www.gov.uk/government/collections/induction-training-and-support-for-early-career-teachers-ects

- Funding and Eligibility for ECF based training (new)

- https://www.gov.uk/guidance/funding-and-eligibility-for-ecf-based-training

Mentor Funding

- Details of the how the mentor funding will be paid to schools can be found [here.](#)

- This funding is to **backfill mentors time** to cover their time off timetable to attend training and do the self study.

- Payment is made in arrears at the end of each year.

- The second payment will be made in the summer of 2023 *"where there has been sustained engagement with the mentor training"*

- The DfE say *"we reserve the right to ask schools to confirm that the money has been or will be spent in the way intended."*

Further Guidance for Schools

- Guidance for Schools/School induction tutors: ECF based training (new) https://www.gov.uk/guidance/guidance-for-schools-how-to-manage-ecf-based-training

- Guidance for Early Career Teachers: ECF based training (new)

- https://www.gov.uk/guidance/guidance-for-early-career-teachers-ects-ecf-based-training

- Guidance for mentors: how to support ECF-based training (new)

- https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training

Induction tutor drop in sessions

- We are going to offer termly online drop ins for induction tutors.

- These will be informal meetings run by TSH Berkshire for questions, issues, or just to share experiences.

- The sessions will not be recorded and there won't be a formal presentation.
  - Thursday 12th Oct 3.30-4.00 (this is just before a re-run of this session for new induction tutors)
  - Tuesday 16th Jan 4.00-5.00
  - Tuesday 23rd April 4.00-5.00

Contact us

- **Janet Roberts**
- **Teaching School Hub Director, TSH Berkshire**
- Langley Grammar School
- Reddington Drive, Langley, Berkshire SL3 7QS
- 01753 598300 ex 8368
- janetroberts@lgs.slough.sch.uk

- **Sue Watson**
- **Operations Manager, TSH Berkshire**
- Langley Grammar School
- Reddington Drive, Langley, Berkshire SL3 7QS
- 01753 598300 ex 8350
- susanwatson@lgs.slough.sch.uk