



Introduction to UCL's Early Career Training Programme (ECTP)

July 2025

Early Career Teacher Entitlement (ECTE)

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
- Timetable reduction

Early Career Training Programme (ECTP)

- ECF Provider oversees
- No assessment – [ITTECF](#) 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 Tutor

- 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.

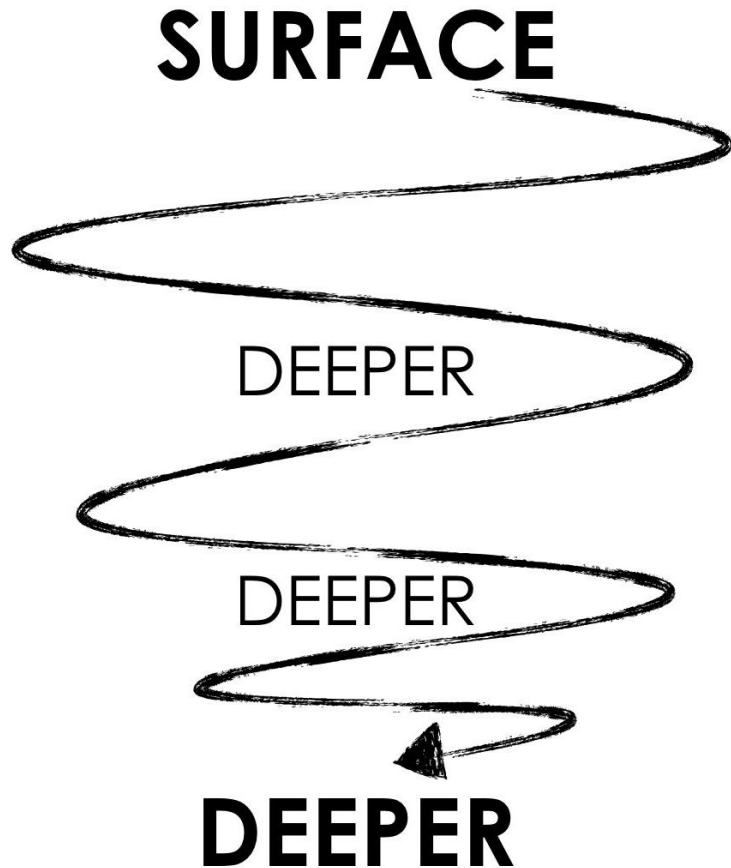
Mentor

- 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

What's new in the ECTP?

- **10 modules** not 9 (each module is half a term)
- Some **additional statements** in new framework so slightly adjusted content
- **Diagnostic tool** at start of module (module formative assessment - MFA)
- Module formative assessment completed on Extend – **no hard copy/downloadable version of audit.**
- “Online learning communities” (OLC) now called “**local learning communities**” (LLC)
- **Mentor training programme one year not two** (but mentors still mentor for 2 years)
- **Separate areas on Extend** for mentors, induction tutors and ECTs.
- More **multi-media** resources on Extend

UCL ECTP: a spiral curriculum



- In a spiral curriculum, **knowledge is revisited** several times within that curriculum and with **complexity increasing** at each visit.
- Throughout the ECTP this allows ECTs to **deepen their understanding** of key concepts and to **apply this learning to their own contexts.**

High Quality Outcomes

ECTs will...

1. Develop their **knowledge and conceptual understanding**
2. Be able to **apply their learning** to their context
3. Experience **revelatory moments** and new ways of thinking
4. **Value** their professional learning
5. Develop their voice, confidence and **professional identity**
6. Develop their **reflective capacity** and see the progress they have made

Early Career Training Programme (ECTP)



Year One

M1

Fulfilling Professional Responsibilities

M2

Enabling Pupil Learning

M3

Engaging Pupils in Learning

M4

Developing Quality Pedagogy

M5

Meeting Pupils' Needs

M6

Making Productive Use of Assessment

Year Two

M7

Exploratory Inquiry focusing on Enabling Pupil Learning

M8

Exploratory Inquiry focusing on Engaging Pupils in Learning

M9a

M9b

M9c

Evaluative Inquiry focusing on Developing Quality Pedagogy or Meeting Pupils' Needs or Making Productive use of Assessment

M10

School Visits focusing on Fulfilling Professional Responsibilities

Overview of ECTP



Year 1

- 2 x facilitated training sessions per half term – 90 mins at start of half term, 60 mins at end of half term
- Weekly mentor meeting (1 hour)
- Independent study (60 mins per topic)
- Each module starts with a quiz followed by the first mentor meeting which is a “formative assessment meeting.”

Year 2

- 2 facilitated training sessions per term – 90 mins at start of each half term (autumn and spring terms only)
- Fortnightly mentor meeting (1 hour)
- Independent study (60 mins per topic)
- ECTs will carry out a series of “practitioner inquiries” – small scale research projects focussing on an area of development of their choice.

ECTP Training Sessions



	Facilitated learning (90 mins)	Local Learning Community (60 mins)
Module 1	Effective professional development	Building professional relationships
Module 2	Understanding pupil disadvantage	Exploring yourself as a role model
Module 3	Curriculum, knowledge and learning	The role of powerful disciplinary knowledge
Module 4	Learning through practice / questioning	Collaborative learning
Module 5	Understanding the role of key professionals in helping to meet the needs of all learners	Effective use of adaptive teaching
Module 6	Fundamental principles of effective assessment	Assessment and patterns of performance

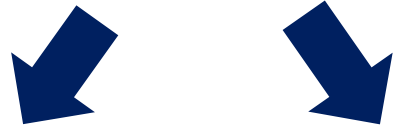
MODULE 1



ECT Independent Study	Mentor Meetings	Live Facilitated Sessions
Module Formative Assessment quiz	Formative Assessment Meeting	Welcome Conferences ECT Facilitated Learning - Effective professional development Mentor Local Learning Community – leading ECT development/ leading practitioner inquiry ECT LLC - Building professional relationships
	Workload and wellbeing	
Understanding teachers as role models	Understanding teachers as role models	
	Engaging with parents, carers and families	
	Working effectively with colleagues	
Establishing the learning environment	Establishing the learning environment	
	Module Review – including module evaluation	

Mentor Development: Fundamentals of Mentoring & Mentor Independent Study

Fulfilling professional responsibilities



Knowledge of ITTECF quiz

Formative Assessment Meeting



Topics



Module review and evaluation

Module 1 Independent Study & Mentor Meeting Topics

1. Workload and wellbeing
2. Understanding teachers as role models
3. Engaging with parents, carers and families
4. Working effectively with colleagues
5. Establishing the learning environment

ECT & Mentor Welcome Conferences

Facilitated Session/LLC Topics

1. Effective professional development
2. Building professional relationships

The module formative assessment process (MFA)



The same

Formative assessment at the beginning of each module leads to decision about how to engage with module content

No more hard copies so induction tutors need to register ECTs and mentors on DfE before start of induction.

Different

Two parts to module formative assessment (MFA)

- New quiz - 'diagnostic tool'
- Formative assessment meeting (FAM)

Automation in independent study directs ECT pathway through module

Increased structure through module review meeting (MRM) at end of each module

Fulfilling professional responsibilities



Knowledge of ITTECF quiz

Formative Assessment Meeting

Module review and evaluation

Module 1 Independent Study & Mentor Meeting Topics

1. Workload and wellbeing
2. Understanding teachers as role models
3. Engaging with parents, carers and families
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ECT & Mentor Welcome Conferences

Facilitated Session/LLC Topics

1. Effective professional development
2. Building professional relationships

Module formative assessment - quiz



1. Module 1 knowledge quiz (10 mins)

Question 4

Not yet answered

Marked out of 1.0

[Flag question](#)

In the ITTECF, which of the following statements describe(s) the relationship between pupils with SEND and pupils who need a tailored approach to support their behaviour?

- a. Pupils who have SEND will usually need a tailored approach to support their behaviour.
- b. Pupils who need a tailored approach to support their behaviour will usually also have SEND.
- c. There is no correlation between pupils with SEND and pupils who need a tailored approach to support their behaviour.
- d. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND.
- e. Pupils with SEND will not necessarily need additional support with their behaviour.

In the ITTECF, which of the following statements describe(s) the relationship between pupils with SEND and pupils who need a tailored approach to support their behaviour?

- a. Pupils who have SEND will usually need a tailored approach to support their behaviour. ⊗
- b. Pupils who need a tailored approach to support their behaviour will usually also have SEND. ⊗
- c. There is no correlation between pupils with SEND and pupils who need a tailored approach to support their behaviour.
- d. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND.
- e. Pupils with SEND will not necessarily need additional support with their behaviour.

Statements (d) and (e) above are correct.

The ITTECF states that:

7.10. Pupils who need a tailored approach to support their behaviour do not necessarily have SEND and pupils with SEND will not necessarily need additional support with their behaviour.

Teachers should not conflate pupils having SEND with pupils needing support with their behaviour. Having SEND and needing additional support with behaviour are two separate things, although they do sometimes overlap.

Some special educational needs are more likely to cause pupils to require additional support with behaviour than others.

Fulfilling professional responsibilities



Knowledge of ITTECF quiz

**Formative
Assessment
Meeting**

Module review and evaluation

Module 1 Independent Study & Mentor Meeting Topics

1. Workload and wellbeing
2. Understanding teachers as role models
3. Engaging with parents, carers and families
4. Working effectively with colleagues
5. Establishing the learning environment

ECT & Mentor Welcome Conferences

Facilitated Session/LLC Topics

1. Effective professional development
2. Building professional relationships

Module formative assessment



Prepare

First, agree with your mentor which indicators of practice you will collect to support this meeting. You should choose 2 or 3 indicators of practice. For example:

- a few pupil books
- your mark book
- some lesson observation notes
- annotated lesson materials

Bring to the meeting:

1. the outcomes of your online knowledge quiz
2. the indicators of practice that you agreed with your mentor

Agenda for the meeting

1. Discuss quiz results (10 minutes)
2. Review knowledge and practice (30 minutes)
3. Set an area of focus for the module (5 minutes)
4. Tailor your approach to module content (5 minutes)

Indicators of practice should be things that the ECT has to hand. This should not involve them in an arduous and time-consuming evidence gathering process!

Module formative assessment



Topic 3: Engaging with parents, carers and families

(Quiz questions 5 and 6)

- understand pupils' motivation, behaviour and academic success can be positively impacted by teachers building effective relationships with parents, carers and families
- proactively build relationships with parents, carers and families through effective communication, including parents' evenings
- understand teacher attitudes towards inclusion and SEND play a key role in determining the school experience of pupils with SEND

Now decide if you are 'emerging', 'embedding' or 'excelling' in relation to this topic.

Topic 4: Working effectively with colleagues

(Quiz questions 5 and 6)

- understand the expertise and support that specialist colleagues can offer to pupils and staff
- work effectively with the SENDCO in their setting, making explicit links between classroom teaching and interventions delivered outside of lessons
- know who to contact with any safeguarding or mental health concerns

Now decide if you are 'emerging', 'embedding' or 'excelling' in relation to this topic.

Topic 5: Establishing the learning environment

(No quiz questions match this topic)

- demonstrate consistently high behavioural expectations
- develop a culture of inclusion, respect and trust
- develop a positive, predictable and safe environment
- use praise, rewards and sanctions to reinforce expectations
- give effective instructions to lead learning and manage your teaching space
- support your pupils to develop self-regulation

Now decide if you are 'emerging', 'embedding' or 'excelling' in relation to this topic.

Mentor and ECT **discuss the topics** and where the ECT thinks they are for each one – **emerging, embedding, excelling.**

This will determine their path through the module.

Module formative assessment



Set area of focus (5 mins)

Copy and complete the statement below in your reflection journal, adapting it for your needs. Clarify your main focus or line of inquiry for the module and how this relates to impact on your pupils. Keep this to refer to during the Module Review Meeting at the end of the module.

Through this module I want to prioritise [add text here to pick out key learning aspects of module content] so that [add text here on how pupils will benefit from the planned ECT improvement]

For example

"Through this module I want to prioritise how I plan for and address misconceptions, so that fewer pupils embed misconceptions that slow down future learning."

Tailor your approach (5 mins)

Glance through the topics on the module page with your mentor. Using insights from the discussions in this meeting and your school calendar, plan together how you will get the most from the module.

For example:

- Are there weeks where your school calendar places additional time demands on you, such as a parents evening? How can you flex your engagement with the module to account for this?
- If there is a planned lesson observation coming up, can the observer focus on an aspect of this module, to support your main focus / line of inquiry?
- Where will you invest more / less time in module content, based on where you are 'emerging', 'embedding' and 'excelling'?

At the end of the meeting, the ECT and mentor should agree a **tailored approach** through the module.

Although the expectation is that ECTs should work through all the topics, there will be pinch points each half term, where they will have less time for the module content. Also they should focus more time on topics where they are “emerging”.

Mentors should help the ECT to plan a **realistic and personalised** path through each module.

Fulfilling professional responsibilities



Knowledge of ITTECF quiz

Formative Assessment Meeting



Topics



Module review and evaluation

Module 1 Independent Study & Mentor Meeting Topics

1. Workload and wellbeing
2. Understanding teachers as role models
3. Engaging with parents, carers and families
4. Working effectively with colleagues
5. Establishing the learning environment

ECT & Mentor Welcome Conferences

Facilitated Session/LLC Topics

1. Effective professional development
1. Building professional relationships

What does an independent study session look like?



Where are you now?

Research Insight

Theory into Practice _{x4}

Tailoring your learning

Case Study _{x4}

Review

For the case studies and theory into practice activities ECTs have a choice of which to do

Where are you now?

Where are you now? (5 minutes)

First, take a few minutes to reflect on what's been happening in your school and classroom (or other teaching space) recently. Briefly note down anything you would like to share or discuss with your mentor in your next mentor meeting.



Tailoring your learning

Tailoring your learning (guidance)

Drawing on the outcome of your formative assessment meeting for this module and your own professional judgement, decide how you will tailor your engagement with the session content. Use the 'emerging' / 'embedding' / 'excelling' guidance and suggested timings below to guide you.

Remember, you should spend no longer than one hour in total on this whole independent study session.

Grouping Pupils

Grouping pupils is one way you will already know about to adapt teaching. Flexibly grouping pupils within lessons allows teachers to give targeted support, for example through different levels of scaffolding, time for practice or teacher explanation.

Grouping must offer suitable challenge and support for all pupils. You should be prepared to give pupils different levels of support, rather than different goals to work towards.

Teachers should have high expectations for all groups of pupils (EEF, 2021a). They must avoid communicating assumptions about ability by placing pupils in fixed 'ability' groups. Grouping – when not done carefully – can negatively affect pupils' self-belief and motivation, particularly low attaining pupils. You should use grouping flexibly: be responsive to pupils' current attainment, as rates of learning may change over time (EEF, 2020).

Research Insight

To help your pupils by grouping them you can:

- ensure grouping is flexible, e.g. move pupils between groups and or change groupings across lessons, topics or activities
- adapt support to scaffold tasks in a responsive way – groups should usually be given targeted support to meet the same learning goals
- monitor pupils' response to group work – their attainment, behaviour, engagement and motivation – to be sure you are communicating high expectations

Tailoring your learning

The remainder of this self-directed study session comprises a research insight and illustrative case study, followed by one or more 'theory into practice' activities through which you will connect your developing knowledge to your own practice, in your context.

Drawing on the outcome of your formative assessment meeting for this module and your own professional judgement, decide how you will tailor your engagement with the session content. Use the 'emerging' / 'embedding' / 'excelling' guidance and suggested timings below to guide you.

Remember, you should spend no longer than one hour in total on this whole self-study session. As you work through the research insight and case study, you may wish to make a note of anything that you want to discuss with your mentor in your next mentor meeting.

Reminder: you rated yourself as embedding for this topic

If you are...

Emerging

- Study the research insight carefully. Reflect on how this connects to your learning during ITT, and how you have seen this in practice in your current setting. (10 minutes)
- Read the case study. Think carefully about the highlighted questions and indicative answers, considering how the case exemplifies core ideas in the research insight. (10 minutes)
- Complete at least the practice exercise (TiP1), and one other if you have time. (30 minutes)

Embedding

- Read the research insight in full. Reflect on any other approaches which you could add to the practical strategies suggested throughout the text. (10 minutes)

Research insight (5-10 minutes)

Read the research insight in full. Reflect on any other approaches which you could add to the practical strategies suggested throughout the text. (10 minutes)

Teachers can be extraordinarily influential – you can affect and improve the motivation, wellbeing and behaviour of your pupils (Education Endowment Foundation, 2019). In turn, this will help you to improve their life chances, especially for the most disadvantaged pupils. Ultimately, the quality of your teaching is what matters most, and creating secure foundations by acting as a role model, clarifying your expectations and creating a culture of trust and respect will help your teaching to have the greatest possible impact.

SEND case study

Using group work to learn about Ancient Egypt

Kate works in a special school. She has a Year 5 class. Her class team includes Dave, an experienced member of support staff.

Sixth Form case study

Using group work to learn about the Civil War

Joe is a history teacher. It's the start of the academic year and he's preparing for his new year 12 class.

Primary
Secondary
Special

} 22 of each setting

Case Study
x4 per ECT independent study

EYFS = 8 case studies
AP = 5 case studies
Post-16 = 6 case studies

Secondary case study

Using group work in Secondary History

Sean is a History teacher. It's the start of the academic year and he's preparing for his new year 9 class.

Primary case study

Using group work in a local History project

Cynthia is a year 3 teacher. It's the start of the academic year and she's preparing for her new class of 30 pupils. Pupils are going to learn about the history of their local area.

EMERGING

Complete at least the practice exercise (TiP1), and one other if you have time. (30 minutes)

EMBEDDING

Complete at least the independent planning exercise (TiP2), and one other if you have time. (30 minutes)

EXCELLING

Complete the 'Planning Ahead: What if' (TiP3) and Extended Thinking (TiP4) exercises. (35 minutes)

Theory into
Practice x4

Review (5 minutes)

Finish the session by reflecting on your learning in relation to the ITTECF statements below. How has your understanding of these statements, and their application to your practice, deepened through your engagement with this independent study? What questions do you have now? What actions are you planning to take?

Bring your reflection journal and outputs from this independent study (e.g. notes made in TiP activities) to your next mentor meeting. Be ready to discuss your learning, questions and actions arising from this session with your mentor.

Review

Module review meeting (end of module)



1. Start with a **check-in**
2. **Review ECT learning** across the module
 - Each topic
 - Strengths and needs
 - Area of focus
3. *Either* **module evaluation** ('odd' modules) *or* detailed **review of area of focus** ('even' modules)
4. Look ahead to next module; agree **indicators of practice**

Mentors and ECTs need to remember to always tick the box on Extend when they have finished an activity!

Mark as done

✓ Done

MODULE 2



ECT Independent Study	Mentor Meetings	Live Facilitated Sessions
Module Formative Assessment quiz	Formative Assessment Meeting	ECT Facilitated Learning: Understanding pupil disadvantage
Managing behaviour	Managing behaviour	
Understanding pupils as learners	Understanding pupils as learners	
Meeting individual needs and balancing workload	Meeting individual needs and balancing workload	
Literacy and learning	Literacy and learning	
	Supporting the most vulnerable pupils	
	Module Review	ECT LLC: Exploring yourself as a role model

Mentor Development: Mentor Independent Study



What does a mentor meeting look like?



Checking in

Review ECT Learning

Exemplification

Extension

Review

Enabling good professional learning



- **Mentors** might want to keep a reflection journal, if they are following the mentor development programme.
- **ECTs** should keep a reflection journal – a place for the notes and thinking they will share with their mentor over the programme
- In the **Programme Guides** section of the Programme Home page on Extend, there is some further advice there for organising a reflection journal.

Mentor Development Programme



Activity	Description	When	Time allocation
Fundamentals of mentoring	Online workbook. Mentors work through activities at their own pace	At the start of the programme	2 hours
Welcome Conference	Face to face training event to introduce the programme, UCL's approach to mentoring and TSH Berkshire delivery model and expectations.	September	3 hours
Independent study units	Video and reflection activities to support mentors in building their knowledge of the ITTECF and UCL's programme	Half termly	30 mins per half term (6 hours per year)
Mentor meeting preparation	Allocated time to prepare for mentor meetings	Weekly	1 hour per half term (6 hours per year)
Local Learning Communities	F2f training events to develop mentoring skills and provide an opportunity to share practice and collaborate with other mentors.	Autumn and Spring terms	2 sessions each lasting 2 hours (4 hours per year)

Mentor Development Programme



Leading Early
Career Teacher
Development

2hrs

T1 & T2

Leading
Practitioner Inquiry

2hrs

T1 & T2

Mentor Development Programme



What	When	Details	Registration Link
Induction Conference and first mentor training session F2F session 9.00-3.30pm	15 th September St Bartholomew's School , RG14 6JP OR 23 rd Sept Langley Grammar School , SL3 7QS	The session will cover the induction conference and the first mentor local learning community, as well as some of the mentor self-study.	Sign up here for all sessions
Mentor training session 2 F2F session 2.00-5.00pm	3 rd March St Cecilia's primary school , RG41 1BJ OR 11 th March f2f Langley Grammar School, SL3 7QS OR 19 th March St Bartholomew's School, RG14 6JP	The session will cover the second mentor local learning community, as well as some of the mentor self-study	

Who does what?



Old ECF based programme

- ECTs who started induction before September 2025.
- This includes ECTs who are new to your school in Sept 2025 but have done one or more terms of induction at a previous school.
- This might also include ECTs returning from mat leave.
- Some April 2025 starters (see next slide)
- Mentors who started mentoring before September 2025. This includes mentors who started the mentor training programme but didn't finish it. **Contact JR if you aren't sure which programme your mentors should be doing.**

New ITTECF based programme (ECTP)

- ECTs who will be starting their first term of induction in September 2025.
- Mentors who are starting to mentor in September 2025 and have not previously done the ECF mentor training programme.
- Some April starter ECTs (see next slide)
- New mentors who picked up an April starter ECT but who have not previously done the mentor training programme.

Non-standard induction - ECTs



- Non-standard induction refers to ECTs who **did not start induction in September.**
- **Jan 2024** starters have one term of induction to do. They need to do **module 1 and 2 of the old programme.** They will have one online session, centrally delivered, which will be a combination of the content from these training sessions. They should work through other elements of M1 and 2 with their mentor until December.
- **April 2024** starters continue into year 2 with their current cluster.
- **April 2025** starters – most of these will transfer across to the new ECTP programme. You should have had an email from JR at the start of this term if you have an ECT who started in April. Some April starters on a reduced induction will be staying on old programme.

Path through the programme for January starters

January/April Starters

	January 2024 starters	April 2024 starters	January 2025 starters	April 2025 starters	January 2026 starters	April 2026 starters
Spring 2024 HT1	Module 3 ECF					
Spring 2024 HT2	Module 3 ECF					
Summer 2024 HT1	Module 4 ECF	Module 9 ECF				
Summer 2024 HT2	Module 5 ECF	School visits				
Autumn 2024 HT1	Module 6 ECF	Module 1 ECF				
Autumn 2024 HT2	Module 7 ECF	Module 2 ECF				
Spring 2025 HT1	Module 8 ECF	Module 3 ECF	Module 3 ECF			
Spring 2025 HT2	Module 8 ECF	Module 3 ECF	Module 3 ECF			
Summer 2025 HT1	Module 8 ECF	Module 4 ECF	Module 4 ECF	Module 9 ECF		
Summer 2025 HT2	Module 9 ECF	Module 5 ECF	Module 5 ECF	School visits		
Autumn 2025 HT1	Module 1 ECF	Module 6 ECF	Module 6 ECF	Module 1 ECTP		
Autumn 2025 HT2	Module 2 ECF	Module 7 ECF	Module 7 ECF	Module 2 ECTP		
Spring 2026 HT1		Module 8 ECF	Module 8 ECF	Module 3 ECTP	Module 3 ECTP	
Spring 2026 HT2		Module 8 ECF	Module 8 ECF	Module 4 ECTP	Module 4 ECTP	
Summer 2026 HT1			Module 8 ECF	Module 5 ECTP	Module 5 ECTP	Module 9 ECTP
Summer 2026 HT2			Module 9 ECF	Module 6 ECTP	Module 6 ECTP	School visits
Autumn 2026 HT1			Module 1 ECF	Module 7 ECTP	Module 7 ECTP	Module 1 ECTP
Autumn 2026 HT2			Module 2 ECF	Module 8 ECTP	Module 8 ECTP	Module 2 ECTP
Spring 2027 HT1				Module 9 ECTP	Module 9 ECTP	Module 3 ECTP
Spring 2027 HT2				Module 9 ECTP	Module 9 ECTP	Module 4 ECTP
Summer 2027 HT1					Module 9 ECTP	Module 5 ECTP
Summer 2027 HT2					Module 10 ECTP	Module 6 ECTP
Autumn 2027 HT1					Module 1 ECTP	Module 7 ECTP
Autumn 2027 HT2					Module 2 ECTP	Module 8 ECTP
Spring 2028 HT1						Module 9 ECTP
Spring 2028 HT2						Module 9 ECTP

Cohort 3 starting academic year 2023-24

Cohort 4 starting academic year 2024-25

Cohort 5 starting academic year 2025-26

Cohort 6 starting academic year 2026-27



Part time ECTs



- Part –time ECTs can approach the programme in two ways:
 - Part-time ECTs **may take longer to complete each module** due to their working pattern. In this case the ECTs may need to watch recordings on Extend, rather than attend live sessions.
 - ECTs working part-time can **follow the programme at the same rate as full-time ECTs** and attending cluster sessions live to optimise their learning experience and have the opportunity to build a professional network with other ECTs, as well as benefit from the expertise of their facilitator/s.
- Please note – **completing all the ECF content in 2 years does not guarantee that the ECT can have their statutory induction signed off at the end of 2 years.** Completing statutory induction is to do with having met the Teachers' Standards to the required level, not about working through all the ECF content.

Next steps



- **Register your new ECTs and mentors** on the [DfE registration service](#)
- As part of the registration process, we need to **confirm the partnership** with UCL. Please look at our website [here](#) for more information.
- We have also produced a **presentation with some screenshots** from the DfE about the registration process. This is also on our website [here](#).
- Check that you know when the **training sessions** are – contact your local area coordinator if you haven't had the schedule yet.
- Make sure your **mentors have signed up** for the correct training sessions:
 - Mentors on the new **one year** programme should sign up [here](#).
 - Mentors doing **year 2 of the old two year** programme should sign up for the induction conference [here](#).
 - Full details of the mentor training sessions for both programme are on our website [here](#).

UCL updates re Extend enrolment

- UCL will start enrolling ECTs, Mentors, and Induction Tutors to the online courses for 2025 ECTP Extend from **mid/late-August** onwards.
- **Do not attempt to create your own UCL Extend account.** This may cause a delay to your enrolment.
- UCL will create ECT/mentor usernames for Extend **using the email address entered by the school's Induction Tutor** on the DFE portal.
- UCL Extend **instructions and welcome comms** will be sent to ECTs/mentors email address entered by school Induction Tutors on the DFE portal once they have been enrolled to the online UCL ECTP.
- **Check junk email folders** for emails from Extend.

Useful DfE links

- The DfE have updated their guidance pages
 - [Early career teacher entitlement \(ECTE\) support - GOV.UK](#)
Summary page
 - [Early Career Teacher Entitlement: roles and responsibilities](#)
How headteachers, induction tutors and mentors can support ECTs during their ECTE
 - [Set up and manage the early career teacher entitlement](#)
What schools need to do to set up and manage training, support, assessment and changing circumstances for the ECTE.
 - [Eligibility and funding for early career teacher entitlement](#)
ECTE eligibility criteria and DfE grant funding for schools, ECTs and mentors.

Contact Details



Who	What
<p>Janet Roberts Teaching School Hub Director TSH Berkshire janetroberts@lgs.slough.sch.uk</p>	<p>General queries about the programme.</p>
<p>Sue Watson Operations Manager, TSH Berkshire susanwatson@lgs.slough.sch.uk</p>	<p>Administrative queries, including registration, new starters and leavers and Extend queries.</p>
<p>Local Area Coordinator</p>	<p>Operational queries about local programmes, including dates and times of sessions, absences etc. Details on next slide</p>

TSH Berkshire Local Cluster Contacts



Local Authority Area	Local Area Coordinator
Slough	Stacy Mason StacyMason@lgs.slough.sch.uk
Reading (secondary)	Rob Buck R.Buck@maidenerlegtrust.org
Windsor and Maidenhead	Aoife Noctor dohea001@windsorgirls.net
West Berks (primary)	Karen McDowell KMcDowell@thedownsschool.org
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