



# TSH Berkshire Early Career Training Programme (ECTP) Guide for Schools 2025-26

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## TSH Berkshire Vision

We believe in **collaboration not competition**. By working together, we can best support teacher and leadership development in our schools, leading to a **positive impact** on the experiences and **outcomes for children and young people**.

Our aim is to work through delivery partners across the county; we will be supporting, facilitating and **building on the strong local collaborations** that already exist. We look forward to **establishing relationships** with key delivery partners who will implement the different strands of the Teaching School Hub remit.

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## Overview

Please note the change in terminology from September 2025:

### Early Career Teacher Entitlement (ECTE)



- Early Career Training Programme (ECTP) for ECTs
- Mentor support for ECTs
- A training programme for new mentors (provider-led route)
- Time off timetable for ECTs and mentors

- Regular progress reviews
- Formal assessment against the Teachers' Standards
- This is overseen by the Appropriate Body, not the ITTECF provider

The Early Career Teacher Entitlement (ECTE) is a structured programme of support for teachers in their first two years of teaching. All schools must offer ECTs an induction programme based on the [Initial Teacher Training and Early Career Teacher Framework](#). and one way they can do this is by working with a DfE-funded provider. The programme is fully funded for state schools in England so there are no costs to schools for undertaking the training programme with TSH Berkshire.

### Key terms used in this document:

<b>Statutory Induction Guidance</b>	The latest version of the guidance can be found <a href="#">here</a> .
<b>Lead Provider</b>	There are five DfE accredited Lead Providers for the ECTE, who have put together all the training materials and designed the programmes for schools to use. Our <b>lead provider is University College London (UCL)</b> . Details about UCL's early career training programme (ECTP) can be found on their website <a href="#">here</a> .
<b>Delivery Partner</b>	<b>TSH Berkshire</b> is your delivery partner.
<b>Facilitators</b>	Facilitators are school leaders and teacher leaders recruited by the Delivery Partner. They are deployed to lead ECT and Mentor ECF professional development sessions.
<b>UCLeXtend</b>	The <b>online platform</b> through which Delivery Partners, Induction Tutors, Mentors and ECTs access ECF materials.
<b>Appropriate Body</b>	The organisation responsible for overseeing and quality assuring the statutory side of induction, <b>including assessment and reporting</b> . For

	some of you TSH Berkshire will be your Appropriate Body, for others it may be a different Teaching School Hub.
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## Key people involved in induction:

<b>Local Area Coordinator</b>	A senior member of staff in one of our partner schools across the hub area who will <b>organise the programme locally</b> .
<b>Induction tutor</b>	The person in school who <b>oversees the induction process</b> for new teachers, both the statutory elements and the ECTP. This will be our main point of contact in the school. Your school may call this role “induction coordinator” or “induction lead”. Induction tutor is the term used on the DfE online system.
<b>Mentor</b>	The member of staff who <b>meets regularly</b> with the ECT to work through the ECTP materials and <b>support the ECT</b> in their professional development. The <b>mentor should not be involved in assessing the ECT</b> .
<b>Early Career Teacher (ECT)</b>	Replaces the term NQT from September 2021.

## Roles and Responsibilities

### Lead Provider (UCL)

- Provision of all materials for DfE funded programme.
- Learning platform (UCLeXtend) and technical support.
- Strategic governance.
- Quality Assurance processes.
- Reporting to DfE, Ofsted and designated external agencies.
- Provision of Mentor and facilitator professional development.

### Delivery Partner (TSH Berkshire)

- Recruitment, deployment and ongoing QA of facilitators.
- Recruitment of schools with ECTs and delivery of programme in local clusters.
- Data collection.
- Quality Assurance (including external agency requirements).
- Contribution to operational and strategic development of ECTP provision.
- Reporting to Lead Provider.

### School

- Registration of ECTs and mentors on DfE online system.
- Registration of ECTs with an Appropriate Body
- Allocation of Induction Tutor and mentor.
- Implementation and monitoring of ECF programme.
- Communication with Delivery Partner and Lead Provider as necessary.

## Appropriate Body and ECTP Delivery Partner

The Appropriate Body and ECTP delivery partner have two distinct roles, each focussing on one element of the induction process:

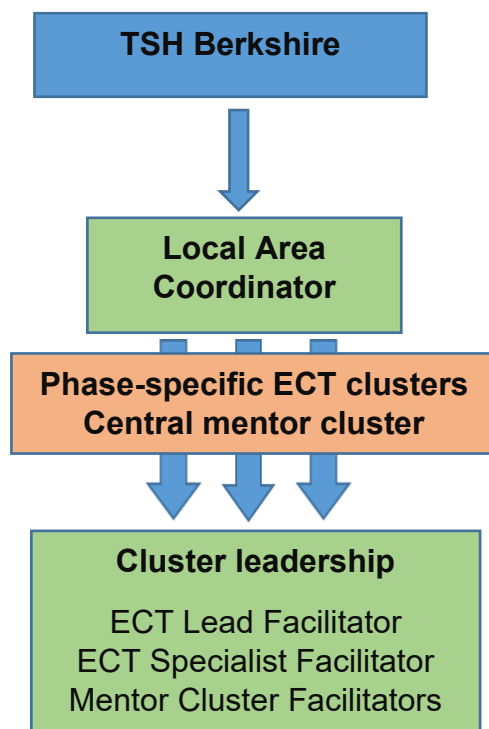
Statutory Induction Process	ECTP
<ul style="list-style-type: none"> <li>• Overseen by Appropriate Body e.g.TSH Berkshire</li> <li>• Assessed against the Teachers' Standards</li> <li>• Formal lesson observations</li> <li>• Progress reviews and end of year reports, usually written by induction tutor</li> <li>• ECTs have to pass</li> <li>• Documentation and resources provided by Appropriate Body</li> <li>• Schools should register ECTs on ECT manager</li> </ul>	<ul style="list-style-type: none"> <li>• Overseen by ECTP delivery partner – TSH Berkshire</li> <li>• No assessment – ITTECF is <b>not</b> an assessment framework</li> <li>• Developmental lesson observations – do not form part of assessment</li> <li>• Supportive, developmental</li> <li>• No formal reporting</li> <li>• Resources on UCL Extend</li> <li>• Schools should register ECTs and mentors on DfE portal.</li> </ul>

For more information about TSH Berkshire's Appropriate Body service see our website [here](#).

## TSH Berkshire Delivery Structure

TSH Berkshire has a devolved model of delivery, to build on existing expertise and partnerships across the hub area.

Across the hub area, we have established **Local Area Coordinators** who organise the practicalities of the sessions (cluster groupings, schedule of sessions etc) and act as the first point of contact for schools and participants. They also act as a conduit for information between UCL/TSH Berkshire and schools.



**Local Area Coordinators for 2025-26 are as follows:**

Area	Name	School	email
Slough	Stacy Mason	Langley Grammar	<a href="mailto:StacyMason@lgs.slough.sch.uk">StacyMason@lgs.slough.sch.uk</a>
RBWM	Aoife Noctor	St Edward's	<a href="mailto:anoctor@sterf.org.uk">anoctor@sterf.org.uk</a>
Reading/Wokingham (secondary)	Rob Buck	Maiden Erlegh Trust	<a href="mailto:r.buck@maidenerleghtrust.org">r.buck@maidenerleghtrust.org</a>
Reading/Wokingham/Bracknell Forest (primary)	Alex Powley	The Keys Academy Trust	<a href="mailto:DL@keysacademytrust.org">DL@keysacademytrust.org</a>
West Berkshire (primary)	Karen McDowell	The Downs School	<a href="mailto:KMcDowell@thedownsschool.org">KMcDowell@thedownsschool.org</a>
West Berkshire (secondary)	Kathy Hersh	St Bartholomew's School	<a href="mailto:Kherish@stbarts.co.uk">Kherish@stbarts.co.uk</a>
S7 Sixth Form Colleges Group	Sharon Kemp Anna Loveday	S7	Contact Sharon Kemp <a href="mailto:Officer@s7colleges.com">Officer@s7colleges.com</a>
Bracknell Forest Secondary			Contact your school induction tutor

## ECTP Structure 2025-25

### Year 1 ECTP

What	When	Delivery mode	Duration
ECT Welcome Conference (TSH Berkshire)	Combined with M1 f2f session Dates dependent on cluster	F2F	3 hours
Mentor Welcome Conference (TSH Berkshire)	Choice of dates – 15 <sup>th</sup> Sept at St Barts or 23 <sup>rd</sup> Sept at LGS Full day f2f sessions combining welcome conference, local learning community and independent study		
ECT training session	Start of each half term	F2F	90 minutes (with optional 30 min Q and A at end)*
ECT local learning community (LLC)	End of each half term	online	60 minutes
ECT independent study	Each half term	Online reading and reflection materials	1 hour per topic (total time depends on number of topics per module)
Mentor local learning community (LLC)	One session in Autumn and Spring terms	F2F	2 hours (LLC 1 combined with welcome conference in September)
Mentor independent study	Each half term	Online videos	30 mins per half term
Mentor/ECT meeting	Weekly	F2F	Typically 60 minutes
Mentors – “Fundamentals of mentoring”	Before welcome conference	Online self-study workbook	2 hours (mentors who have completed UCL ITT mentor training are exempt from this)

### Year 2

What	When	Delivery mode	Duration
ECT and mentor Induction Conference (UCL/TSH Berkshire)	Thurs 18 <sup>th</sup> 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 visits of 2 hours each
Mentor online learning community (OLC)	One session in each of 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

In **year 2** of the programme there are **no ECT training sessions in the summer term**.

ECT clusters will be grouped by **phase and local area**. Mentors will be “**de-clustered**” and will have a **choice of dates** for their training sessions. These sessions will be delivered collaboratively by a team of mentor facilitators.

The ECT training sessions should consist of a **90 minute compulsory session**, and facilitators should be available for an **optional 30 minutes** at the end for any specific questions from ECTs. This is to comply with DfE and UCL guidelines about the total number of hours of ECT training that programmes should adhere to.

**ECT training sessions** are designed to cover essential parts of the ITTECF – these tend to be content-driven sessions. The **year 2 Online Learning Community** sessions, for both ECTs and mentors, tend to be more exploratory and discussion-based. In the **Year 1 ECTP the local learning community** sessions are more structured.

Local area coordinators will put together the **programme schedule** and **agree dates and times of sessions** with facilitators. Sessions usually run as twilights but could also be during the school day if this were more convenient to participants. There may be slight variations for some clusters.

**Please contact your Local Area Coordinator for details of dates and times of sessions.**

## Accessing Materials

All materials are accessed via **Extend, UCL’s VLE platform**. Induction tutors, mentors and ECTs will have log in details for the site, and need to access it regularly so that engagement through the programme can be tracked, to meet the DfE’s criteria. This is where ECTs and mentors will find the self study materials, and materials for the weekly mentor meetings. Participants need to **tick “mark as done”** when they have completed the reading and other activities.

## Registering for TSH Berkshire's Early Career Training Programme, in partnership with UCL.

1. Induction tutors should use the [DfE online registration service](#) to tell the DfE that you are using a “provider-led” option for your ECF programme.
2. If you are **a new induction tutor**, you will need to set yourself up on the system first, via the link above.
3. If the school is **new to working with TSH Berkshire** for the ECF programme, or did not have new ECTs in 2024-25, schools will also need to fill in this short form [here](#) so that the school can be partnered with UCL for 2025-26.
4. The induction tutor then needs to **register the ECTs and mentors** on the DfE online registration service.
5. For a **step-by-step guide** to registering ECT. with the DfE see [here](#).

Induction tutors will also have to **link the ECT** to the correct mentor on the DfE site.

### Registration with an Appropriate Body (AB)

**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. **If you would like to use TSH Berkshire as your AB, please contact us.**

## DfE Support and Guidance

There is a **DfE helpline email** for schools, if you have individual queries about the process: [continuing-professional-development@digital.education.gov.uk](mailto:continuing-professional-development@digital.education.gov.uk)

Please include the school URN when contacting the helpline.

There is also **guidance on the Gov.uk website**:

Summary page:

[Early career teacher entitlement \(ECTE\) support - GOV.UK](#)

Pages about specific aspects of the ECTE:

[Early Career Teacher Entitlement: roles and responsibilities](#)

[Set up and manage the early career teacher entitlement](#)

[Eligibility and funding for early career teacher entitlement](#)

## Working with the UCL Early Career Teacher Programme

The materials produced by Lead Providers have all had to be approved by the DfE, and the number of hours of self-study and training sessions were all set centrally by the DfE.

Lead Providers have to **track engagement** in the programme – this is a DfE requirement and funding is dependent on evidence of ongoing engagement. There are 3 ways that UCL track this:

- **Attendance** at live training sessions.
- **Watching a recording** of a training session via Extend.
- Engaging with **materials and activities on Extend** – some materials can be downloaded or listened to as a sound file.

Mentors and ECTs need to remember to click **“mark as done”** on Extend when they have finished an activity.



UCL encourage schools to **contextualise** the programme for their ECTs, and there is some **flexibility** to focus on areas of development for individual ECTs.

Mentors and ECTs will need to **accept the programme commencement agreement** before they can access materials.

### Year 1

There are **6 modules** in year 1 of the ECTP, each **lasting half a term**:

**Module 1:** Fulfilling professional responsibilities

**Module 2:** Enabling pupil learning

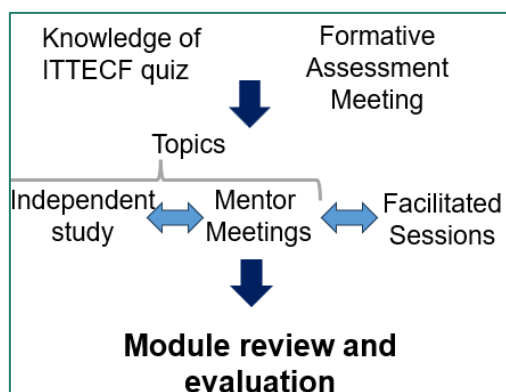
**Module 3:** Engaging pupils in learning

**Module 4:** Developing quality pedagogy

**Module 5:** Meeting pupils’ needs

**Module 6:** Making productive use of assessment

ECTs will work through each module in the following way:



1. Start with an **online quiz on Extend** and a **formative assessment meeting** between ECTs and mentors. This will enable ECTs and mentors to discuss strengths and areas for development which will help to plan the ECT's path through the module.
2. ECTs will bring some evidence – **indicators of practice** – to that meeting, for example, notes in their planner or a resource they have made. These should just be things they have to hand to support their self assessment – **it is not a big evidence gathering exercise** During that meeting, ECTs and mentors will decide together whether the ECT is **'emerging', 'embedding' or 'excelling'** in relation to the topics of the module; and mentors will set for the ECT a **learning goal** that will be reviewed at the end of the module.
3. At the end of the meeting, the ECT and mentor should agree a **tailored approach** through the module. This should be **realistic and personalised**.
4. 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"** and less on areas where they are excelling. ECTs can miss out one topic in each module. Mentors and ECTs should ensure that the planned path through each module is **realistic and personalised**.

ECTs will then work through the topics in the module, using the resources on Extend. They will have **weekly mentor meetings**, which will follow the same pattern:

- Checking in
- Review ECT learning
- Exemplification
- Extension
- Review

In each topic there are **independent study sessions**, which ECTs should complete. How they approach these, depends on whether they were **'emerging', 'embedding' or 'excelling'**. Independent study sessions include short **research insights**, and a **choice of case studies** and **theory to practice** activities.

The final mentor meeting of the module will involve a **review of the ECT's learning** and look ahead to the next module.

ECTs will also have training sessions each half term as per **page 7/8 of this guide**.

## Year 2 2025-26

There are 4 modules in year 2 of the programme:

**Module 6:** Enabling pupil learning (Autumn half term 1)

**Module 7:** Engaging pupils in learning (Autumn half term 2)

**Module 8:** Developing quality pedagogy and making productive use of assessment (Jan-My half term)

**Module 9:** Fulfilling professional responsibilities (summer half term 2)

For each module there is a **"module summary guide"** showing a week by week breakdown of the module. This can be found in the "welcome" tab of each module on Extend.

The focus of year 2 is **“practitioner inquiry”**. ECTs will carry out a series of short, small scale action research projects, looking at an aspect of their practice that they want to develop.

UCL have some useful resources to introduce practitioner inquiry, including **“Practitioner Inquiry on a Page”** and the **Year 2 Handbook**. These are available on Extend in the [“Introduction to Inquiry”](#) tab.

ECTs and mentors will meet **fortnightly** in year 2 of the programme. Each module starts with a **“module audit”** in the first mentor meeting of the module, where the ECT and mentor discuss the ECT’s strengths and areas for development for that module. This is available as a downloadable resource on Extend.

ECTs and mentors will then decide on the **ECT’s focus for that module’s practitioner inquiry**. Remember to keep this small scale, and focus on an area that the ECT wants to work on anyway, to **avoid this becoming an addition to workload**.

ECTs will have **self-directed study** to do on Extend, which they will then discuss in mentor meetings. This will include a **choice of case studies** and **self-study activities**.

ECTs will have training sessions each half term as per **page 7/8 of this guide**.

### School Visits

Module 9 in the second half of the summer term includes **2 school visits**. There is more detail about this on Extend, and TSH Berkshire will also send out information later in the year.

### End of programme Celebration

TSH Berkshire runs a **celebration event** for ECTs at the end of year 2 of the programme. This usually takes place in the first week in July and there will be more information later in the year.

## Mentor Development Programme

Mentors who are mentoring an ECT for the first time have their own **“mentor development programme”** which they should be following. This is independent of the actual mentoring of the ECT, and is intended to be professional development for mentors.

Details of the programme are on page 7 of this guide. The self study materials are available on Extend.

## ECTs who are employed part-time

Part –time ECTs can approach the programme in two ways:

1. 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. When this is the case, the deadline for the End of Module Completion Form is extended to match their FTE.
2. 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. Where this is not possible, ECTs should view the relevant recordings available on UCL Extend.

## General points

- Mentors and ECTs are encouraged to use the materials flexibly and focus on the areas of development for an ECT. There is a lot of content and **ECTs are not expected to read everything or do every activity.**
- **Mentor meetings/ independent study should be an hour** – do not feel you need to continue longer if you haven't covered all the material. Make sure you have covered the most important/relevant aspects in the time allocated.
- There will be times when the ECT needs to **discuss an issue that has arisen**, and it is fine to deviate from the UCL materials occasionally if necessary.
- Sometimes meetings will be missed due to absence/trips etc. Don't feel you need to add in extra meetings, unless you really want to!
- Mentors have the freedom to **contextualise the materials** for their ECT, for example, mentors are encouraged to **change scenarios or examples if those provided are not relevant to their setting.**
- **The early career training programme is not assessed. There is no need to keep formal records of mentor meetings, and no need to upload any evidence of having completed tasks to UCL Extend.** Year 2 Mentors and ECTs may want to use the **Progress Tracker and Learning Log** document to review progress and record key points from each meeting, but this is **optional**. ECTs starting the new programme in September 2025 are encouraged to keep a **reflective journal**.

## Frequently Asked Questions

**ECTP** = early career training programme. This is what UCL call the new training programme

**ITTECF** = Initial teacher training and early career framework. The document that the training programme is based on

**ECTE** = early career teacher entitlement. The overall ECT entitlement covering the training programme and the assessed side of induction, including entitlements for timetable reduction etc.

### For ECTs and Mentors

#### Is the ECTP assessed?

No the ITTECF is not an assessment framework. Induction Tutors will need to do the observation and monitoring required by the Appropriate Body to assess their ECTs progress against the Teachers' Standards, but this is separate to the ECTP.

#### Are ECTs still required to complete formal lesson observations to demonstrate the extent to which they are meeting the teacher standards?

Observations do form a part of the ECTP but this is always developmental and should not be the same as a formal observation that is used for assessment against the Teachers' Standards. Observations that are part of the ECTP are usually done by the mentor and there is no formal paperwork associated with them. The induction tutor will usually carry out formal observations with written feedback as directed by the school or Appropriate Body.

#### How much time should mentors be allocated on their timetable for this role? Is one hour a week enough to do this successfully?

Mentors are required to meet with their ECTs weekly in year 1 and fortnightly in year 2, but they will also need time to prepare for these meetings. New mentors are also required to complete 18 hours of training over the year, which is funded. Although there is no statutory minimum timetable allowance for mentors, one hour a week would seem a minimum.

#### Should mentor meetings be timetabled into mentor's timetable or is this to be done before or after school?

The [Statutory Induction Guidance](#) says that "ECT and mentor sessions are expected to be timetabled during teaching hours. In exceptional circumstances however where schools require flexibility due to timetabling constraints, mentoring may take place outside of teaching hours but should always be scheduled within contracted time (see para 2.44)."

#### Is there funding for mentor time?

Yes. For more detailed information about funding see the DfE website [here](#).

#### Does an ECT have to have the same mentor for the two years of the programme?

It is up to individual schools to allocate mentors to ECTs. There are advantages to keeping the same mentor for two years, but schools may have good reasons for thinking otherwise. Mentors may change schools, or change role within school which means they no longer have the capacity to mentor into the second year of the programme.

#### Does a mentor have to do the training again if they mentor for a second time?

No.

**Can a mentor mentor an ECT in year 1 and year 2 of the programme simultaneously?**

Yes it is fine for a mentor to mentor a year 1 and a year ECT at the same time, providing that they feel they have the capacity. The two years of the programme are distinctly different so the mentor would have to have individual mentor meeting with each ECT.

**Will it be possible to group ECTs for some of their mentor sessions?**

The government funds a school on the basis of one mentor per ECT but schools can allocate more ECTs to the same mentor. In that case some meetings may be held together, but there will be times when the mentor needs to meet each ECT individually.

**What happens if an ECT is struggling to keep up with the programme?**

In the first instance, the mentor should be in dialogue with the ECT and the Induction Tutor. If there are wider issues and concerns that the ECT may not be meeting the Teachers' Standards, the mentor should operate in liaison with the Induction Tutor. Amendments and support should be discussed with the Local Area Coordinator and TSH Berkshire.

**Extend is difficult to navigate and materials are hard to find.**

There are guides and videos on UCL Extend. If you need help or would like to arrange a teams/zoom meeting to have a demonstration/walkthrough please contact Sue Watson, TSH Operations Manager on [susanwatson@lgs.slough.sch.uk](mailto:susanwatson@lgs.slough.sch.uk).

**What evidence do 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 Teachers' Standards – the ITTECF is not an assessment framework. You will need to complete the "End of Module Evaluation" on Extend. Your Appropriate Body should advise you about the evidence gathering side of the process – that is nothing to do with UCL.

In year 1 of the programme, you will complete some of the interactive activities on Extend, for example the formative assessment activities at the start of each module.

**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 ECTP as there is no need to collect evidence of completing tasks for the programme. Your school or Appropriate Body may have templates or pro forma for you to use for formal observations (which are not part of the ECTP).

**It is not clear what should be happening each week. Could there be an email at the start of term with a reminder?**

For year 2 of the programme, the module summary guide for each module outlines what should be happening each week. This is in the welcome tab for each module.

In year 1 of the programme you should plan your path through the module each half term with your mentor, depending on your formative assessment meeting.

Your local area coordinator will send out schedules for the training sessions at the start of each year.

The hub also sends out a bulletin at the start of each half term with key dates and actions.

There is an overview of the year at the end of this guide.

### **The materials and scenarios don't relate to my setting.**

Obviously, the programme as a whole has to be applicable to all phases and settings. So there may be cases when scenarios or examples are from a different setting to the one you are working in. In that case, try to think what that scenario might look like in your own setting. Mentors should feel free to change the scenarios in the mentor meeting materials, to make them more relevant and facilitators have also been asked to be aware of this when delivering the training sessions, and to change the scenarios accordingly. UCL have created phase and subject specific case studies for ECTs to choose from.

### **ECTs would rather have the training sessions during the day**

We have discussed this with schools – the issue is getting ECTs out of school, especially if there are several ECTs in one school. Headteachers have told us it would be difficult to release ECTs during the day.

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

ECTs come to the programme with a variety of previous experience. Mentors and facilitators should contextualise for their ECTs and mentors should 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/formative assessment activity 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 you bring to it now?

### **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 session and try to keep up with the self-study, but if you leave some out, or 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 focus on the areas you do need to spend time on.

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

We know that there will be times when ECTs and mentors need to discuss something urgently that has arisen in the course of the week. This is fine and 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.

### **We'd like more notice of observations**

There are not many occasions when the mentor is asked to do a developmental observation. The summary guide at the start of the module, outlines what you are expected to do in the course of the module.

These observations by the mentor should be separate to any formal observations which the induction tutor might do as part of the assessment against the Teacher Standards. The ITTECF is not an assessment framework and mentors should not be carrying out observations which are part of the assessment.

### **We'd like to do more lesson observations**

You can do as many additional, developmental lesson observations as you like.

**The practitioner inquiry in year 2 adds to workload and is not as valuable as other forms of CPD.**

Keep the scale of the inquiry small. For an exploratory inquiry, ECTs should only be focusing on steps one and two of the inquiry cycle (ask and investigate). They only need to report back to their mentor on their findings. They do not need to complete any evaluation until they do the longer evaluative inquiry.

Use 'naturally occurring data' that can be collected within a lesson or series of lessons

Focus on something that the ECT will need to address regardless, as part of their day-to-day practice.

**Some ECTs were unsure as to what evidence they needed to provide for their practitioner enquiry.**

For Module 6 &7, the '*final product*' is the structured dialogue ECTs have with their mentors, answering the questions below. There is no obligation to submit anything in writing.

For the longer inquiry in Module 8, ECTs should be encouraged to share their findings more widely through a poster, blog, or presentation but this is up to schools and is not compulsory. Nor is it assessed.

## For induction tutors:

### What do I do if the ECT leaves part way through the programme?

Please tell us if an ECT leaves, finishes induction early, goes on maternity leave or long term sick leave, or is returning from mat leave or other long term absence.

Please also inform your local area coordinator and update the information on the DfE portal. We will complete the relevant forms for UCL, depending on the situation. 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 any new mentors on the DfE online service.

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

### What if the new ECT joining has previously started the ECF with a different lead provider?

You can indicate on the DfE online service that you want the ECT to join the UCL programme. The DfE pass the ECT's details onto UCL who will register them on the programme and create an Extend log in for them.

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

If the mentor changes partway through the year, please let TSH Berkshire and your local area coordinator know and update the DfE portal.

You will also need to register the new mentor on the DfE online system and link them to their ECT.

### 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. Please let your local area coordinator know if you have a part time ECT and how they plan to work through the programme.

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.

### **I have agreed a reduced induction period for an ECT. What do they do?**

In some cases you will have ECTs who have agreed a reduced induction period with the Appropriate Body. Therefore they may only be doing one or two terms induction and will only do the ECTP for as long as they are doing statutory induction. There is no need for them to complete additional modules.

### **What do I do if my ECT or mentors can't attend a training session?**

Local Area Coordinators aim to send the training schedule out in early July. Please check this against any school dates and let the local area coordinator know as soon as possible if there are any unavoidable clashes, such as Parent's Evenings. Where possible, the Local Area Coordinator will try to find a different local cluster for ECTs and mentors to join, in line with UCL's policy. ECTs and mentors should also inform the facilitator if they are unable to attend, as a courtesy.

### **Are ECTs with QTLS eligible for the programme?**

ECTs have to have QTS to be eligible for the funded ECF programme. ECTs with QTLS are not eligible.

## 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

Cohort 7 starting academic year 2027-28

## Contact us:

Who	Details	What
<b>Janet Roberts</b> <b>Teaching School Hub</b> <b>Director</b> <b>TSH Berkshire</b>	Langley Grammar School Reddington Drive, Langley, Berkshire SL3 7QS 01753 598300 ex 8368 <a href="mailto:janetroberts@lgs.slough.sch.uk">janetroberts@lgs.slough.sch.uk</a>	General queries about the programme.
<b>Sue Watson</b> <b>Operations Manager,</b> <b>TSH Berkshire</b>	Langley Grammar School Reddington Drive, Langley, Berkshire SL3 7QS 01753 598300 ex 8350 <a href="mailto:susanwatson@lgs.slough.sch.uk">susanwatson@lgs.slough.sch.uk</a>	Administrative queries, including registration, new starters and leavers and Extend queries.
<b>Local Area Coordinator</b>	See table on page 5	Operational queries about local programmes, including dates and times of sessions, absences etc.

## TSH Berkshire Overview of the Year 2025-26

### Please note:

- The dates/weeks are **suggested by UCL**, but there is **flexibility** to work these around your own school calendar and term dates.

### Autumn Half term 1

	TSH Berkshire UCL ECF Programme	UCL Early Career Training Programme (ECTP) Year 1 (mentor sessions/ECT independent study)	UCL ECF Programme Year 2 (mentor sessions/ECT self study)
<b>Autumn half term 1</b>	Induction tutors register ECTs and mentors on DfE online system <a href="#">here</a> .	Programme commencement agreement	08.09.25 Read Practitioner Inquiry Handbook
<b>Registration of ECTs and mentors</b>	<b>Please do this asap as your ECTs and mentors will not have access to UCL materials until they have been registered.</b>	Week 1 Module formative assessment - quiz and mentor meeting	15.09.25 Module Audit
<b>Autumn half term 1</b>	<b>ECTs and mentors</b> need to attend induction conferences at the start of each year of the programme.	Week 2 Workload and wellbeing	22.09.25 NA
<b>Training Sessions</b>	<b>ECT Year 1</b> – induction conference and M1 is a half day f2f training session in September. There is also an online session just before Oct half term.	Week 3 Understanding teachers as role models	29.09.25 NA
	<b>ECT Year 2</b> – training session in early October.	Week 4 Effective professional development	06.10.25 Evidence of the effects on pupils of setting high expectations
	<b>Mentors on one year training programme</b> – whole day f2f training either 15.09.25 or 23.09.25.	Week 5 Working effectively with colleagues	13.10.25 NA
	<b>Year 2 mentors</b> – no additional training sessions beyond the induction conference this half term.	Week 6 Establishing the learning environment.	20.10.25 Report back to mentor on inquiry
		Week 7 Building professional relationships Module evaluation	Module evaluation
		Training sessions: Effective professional development	

	<p><b>Induction tutors circulate training schedule to ECTs and mentors and remind them to attend sessions. If they can't attend a live session, check they have watched a recording on Extend.</b></p> <p><b>01.10.25 3.30-4.00pm</b> Induction tutor drop in session – informal opportunity to ask any questions, get informal updates. Join the meeting via this link <a href="#">here</a>.</p> <p><b>01.10.25 4.00-5.30pm</b> An introduction to the new UCL Early Career Teacher Programme (repeat of July session) for induction tutors Formal presentation explaining the programme and the requirements and expectations for schools. <a href="#">Sign up here</a></p>	Building professional relationships	
<p><b>Autumn half term 1</b></p> <p><b>Documentation</b></p>	<p>Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b>. No formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.</p> <p>End of module evaluation to be completed online via Extend – ECTs and mentors in both years to complete. <b>Deadline TBC</b></p>		
<p><b>Autumn half term 1</b></p> <p><b>Observations</b></p>	<p>Mentors may carry out developmental observations of their ECTs as per the UCL programme.</p>		

	<p><b>It is not necessary to write these up formally and they should not be part of the assessment process.</b></p>		
<p><b>Autumn half term 1</b></p> <p><b>Meetings</b></p>	<p><b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b>.</p> <p>Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.</p>		

## Autumn half term 2

<p><b>Autumn half term 2</b></p> <p><b>Training Sessions</b></p>	<p><b>ECT Year 1</b> – training session in early November and online session just before the end of term.</p> <p><b>ECT Year 2</b> – training session in early November.</p> <p><b>Mentors</b> – no training sessions this half term.</p>	<p>Week 1 Module formative assessment - quiz and mentor meeting</p> <p>Week 2 Managing behaviour</p> <p>Week 3 Understanding pupils as learners</p>	<p>03.11.25 Module Audit</p> <p>10.11.25 NA</p> <p>17.11.25 What impact are you having on your pupils in your focus area?</p>
<p><b>Autumn half term 2</b></p> <p><b>Documentation</b></p>	<p>Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b>. No formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.</p> <p>End of module form to be completed online via Extend – ECTs and mentors in both years to complete. <b>Deadline TBC</b></p>	<p>Week 4 Meeting individual needs and balancing work-load</p> <p>Week 5 Literacy and learning</p> <p>Week 6 Supporting the most vulnerable pupils</p>	<p>24.11.25 What might be a useful alteration to ECT's teaching?</p> <p>01.12.25 Reflecting on change to practice</p> <p>08.12.25 Making judicious use of practical skills</p>
<p><b>Autumn half term 2</b></p>	<p>Mentors may carry out developmental observations of their ECTs as per the UCL programme.</p>	<p>Week 7 Exploring yourself as a role model Module evaluation</p>	<p>15.12.25 Module evaluation</p>

<b>Observations</b>	<b>It is not necessary to write these up formally and they should not be part of the assessment process.</b>	Training sessions: Understanding disadvantage Exploring yourself as a role model	
<b>Autumn half term 2</b>  <b>Meetings</b>	<b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b> . Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.		

## Spring half term 1

<b>Spring half term 1</b>  <b>Training Sessions</b>	<p><b>19.01.25 Online induction</b> for any new ECTs joining the programme in January. Register via this <a href="#">link</a></p> <p><b>ECT Year 1</b> – training session in early January and online session just before half term.</p> <p><b>ECT Year 2</b> – training session in mid-January.</p> <p><b>Year 2 Mentors</b> – online training session. Choice of 20th/21<sup>st</sup> Jan.</p> <p><b>One year mentor training programme</b> – no sessions this half term.</p> <p><b>27.01.26 4.00-5.00pm</b> Induction tutor drop in – informal Q and A session. No need to register in advance just join the meeting via this link <a href="#">here</a>.</p>	<p>Week 1 Module formative assessment - quiz and mentor meeting</p> <p>Week 2 Prior knowledge, memory and misconceptions</p> <p>Week 3 Consolidation of learning</p> <p>Week 4 Curriculum and subject knowledge</p> <p>Week 5 Subject knowledge and key concepts</p> <p>Week 6 Module Evaluation</p> <p>Training sessions: Curriculum, knowledge and learning The role of powerful disciplinary knowledge</p>	<p>05.01.26 NA</p> <p>12.01.26 Module 8 Audit + Evaluative Inquiry</p> <p>19.01.26 Evidence and effects</p> <p>26.01.26 From evidence, what might be useful alteration to ECT's teaching?</p> <p>02.02.26 NA</p> <p>09.02.26 Structured reflection</p>
<b>Spring half term 1</b>	Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b> . No		

<b>Documentation</b>	<p>formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.</p> <p>Module evaluation form to be completed online via Extend – ECTs and mentors in both years to complete. <b>Deadline TBC</b></p>		
<b>Spring half term 1</b> <b>Observations</b>	<p>Mentors may carry out developmental observations of their ECTs as per the UCL programme. <b>It is not necessary to write these up formally and they should not be part of the assessment process.</b></p>		
<b>Spring half term 1</b> <b>Meetings</b>	<p><b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b>. Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.</p>		

## Spring half term 2

<b>Spring half term 2</b> <b>Training Sessions</b>	<p><b>ECT Year 1</b> – training session in late Feb and online session just before the end of term.</p> <p><b>ECT Year 2</b> – training session in early March. This is the final training session of the programme.</p> <p><b>Mentors on one year training programme</b> – half day f2f session – choice of 3<sup>rd</sup>/11<sup>th</sup>/19<sup>th</sup> March.</p>	<p>Week 1 Module formative assessment - quiz and mentor meeting</p> <p>Week 2 Implementing effective modelling</p> <p>Week 3 Introducing new material in steps using exposition and questioning</p>	<p>23.02.26 NA</p> <p>02.03.26 Mentor developmental observation and feedback</p> <p>09.03.26 What is evidence telling us?</p> <p>16.03.26</p>
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	<b>Year 2 Mentors</b> – no training sessions this half term.	Week 4 Modelling metacognitive strategies	Sharing claims
<b>Spring half term 2</b> <b>Documentation</b>	Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b> . No formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.  End of module form to be completed online via Extend for Year 1 ECTs and mentors. <b>Deadline TBC</b>	Week 5 Developing high quality classroom talk  Week 6 Module Evaluation  Training sessions Learning through practice/ questioning Collaborative Learning	23.03.25 NA
<b>Spring half term 2</b> <b>Observations</b>	Mentors may carry out developmental observations of their ECTs as per the UCL programme. <b>It is not necessary to write these up formally and they should not be part of the assessment process.</b>		
<b>Spring half term 2</b> <b>Meetings</b>	<b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b> . Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.		

## Summer half term 1

<b>Summer half term 1</b> <b>Training Sessions</b>	<b>27.04.26 Online induction</b> for any ECTs joining the programme in the summer term. Register via this <a href="#">link</a>  <b>ECT Year 1</b> – training session in late April and online session just before half term.	Week 1 Module formative assessment - quiz and mentor meeting  Week 2 Using groupings to support specific needs	13.04.25 Checking for negative consequences  20.04.26 Considering the fuller range of emergent evidence
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	<p><b>ECT Year 2</b> – no training session this half term.</p> <p><b>Mentors</b> – no sessions this half term.</p> <p><b>30.04.26 4.00-5.00pm</b> Induction tutor drop in – informal Q and A session. No need to register in advance just join the meeting via this link <a href="#">here</a>.</p>	<p>Week 3 Building on pupils' prior knowledge through formative assessment</p> <p>Week 4 Making new concepts accessible through targeted support</p> <p>Week 5 Planning effective, manageable marking and feedback</p> <p>Week 6 Module Evaluation</p> <p>Training sessions Understanding the role of key professionals in helping to meet the needs of all learners Effective use of adaptive teaching.</p>	<p>04.05.26 The impacts on the ECT and planning to present</p> <p>11.05.26 Present finding to mentor Module evaluation</p>
<p><b>Summer half term 1</b></p> <p><b>Documentation</b></p>	<p>Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b>. No formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.</p> <p>End of module form to be completed online via Extend – ECTs and mentors in both years to complete. <b>Deadline TBC</b></p>		
<p><b>Summer half term 1</b></p> <p><b>Observations</b></p>	<p>Mentors may carry out developmental observations of their ECTs as per the UCL programme. <b>It is not necessary to write these up formally and they should not be part of the assessment process.</b></p>		
<p><b>Summer half term 1</b></p> <p><b>Meetings</b></p>	<p><b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b>. Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.</p>		

## Summer half term 2

<p><b>Summer half term 2</b></p> <p><b>Training Sessions</b></p>	<p><b>ECT Year 1</b> – training session in early June and online session just before the end of term.</p> <p><b>ECT Year 2</b> – no training sessions.</p> <p><b>Year 2 Mentors</b> – online training session 15<sup>th</sup>/17<sup>th</sup> June (choice of dates)</p> <p><b>Year 2 ECTs</b> undertake 2 school visits.</p> <p><b>Year 2 ECT Celebration Event</b> -can count for one school visit. Week beg 29<sup>th</sup> June 2025 TBC</p> <p><b>09.07.26 4.00-5.30pm</b> New to working with TSHB ECF programme/introduction to year 2 of the new ECTP for induction tutors. <a href="#">Sign up here.</a></p>	<p>Week 1 Module formative assessment - quiz and mentor meeting</p> <p>Week 2 Fundamental principles of effective assessment (2)</p> <p>Week 3 Applying good assessment practice in the classroom</p> <p>Week 4 Giving high-quality feedback</p> <p>Week 5 Putting effective marking and feedback into practice.</p> <p>Week 6 Reflection and research in professional development</p> <p>Week 7 Revisiting professional development. Module evaluation</p> <p>Training sessions Fundamental principles of effective assessment (1) Assessment and patterns of performance</p>	<p>01.06.26 Professional Development School visit completion form</p> <p>08.06.26 Effective working relationships</p> <p>15.06.26 Workload &amp; Wellbeing</p> <p>22.06.26 Planning for Year 3 School visit completion form</p> <p>29.06.26 NA</p> <p>06.07.26 Module evaluation</p> <p>13.07.25 NA</p>
<p><b>Summer half term 2</b></p> <p><b>Documentation</b></p>	<p>Learning log/tracker on Extend for ECTs/mentors but this is <b>optional</b>. No formal paperwork needs to be completed but ECTs/mentors might choose to keep their own notes from sessions.</p> <p><b>Year 2 ECTs</b> complete questionnaire about schools visits on Extend – <b>deadline 19.07.26</b></p> <p>End of module form to be completed online via Extend – ECTs and mentors in both years to complete. <b>Deadline 16.07.26</b></p>	<p>Week 6 Reflection and research in professional development</p> <p>Week 7 Revisiting professional development. Module evaluation</p> <p>Training sessions Fundamental principles of effective assessment (1) Assessment and patterns of performance</p>	<p>13.07.25 NA</p>

<p><b>Summer half term 2</b></p> <p><b>Observations</b></p>	<p>Mentors may carry out developmental observations of their ECTs as per the UCL programme.</p> <p><b>It is not necessary to write these up formally and they should not be part of the assessment process.</b></p>		
<p><b>Summer half term 2</b></p> <p><b>Meetings</b></p>	<p><b>Year 1 ECTs</b> should meet <b>weekly</b> with mentors and <b>Year 2 ECTs</b> should meet <b>fortnightly</b>.</p> <p>Mentors should work through the UCL materials on Extend, but there is no requirement to keep formal records or meeting notes.</p>		