

TSH Berkshire induction for non-standard participants and mid-year joiners 2025-26

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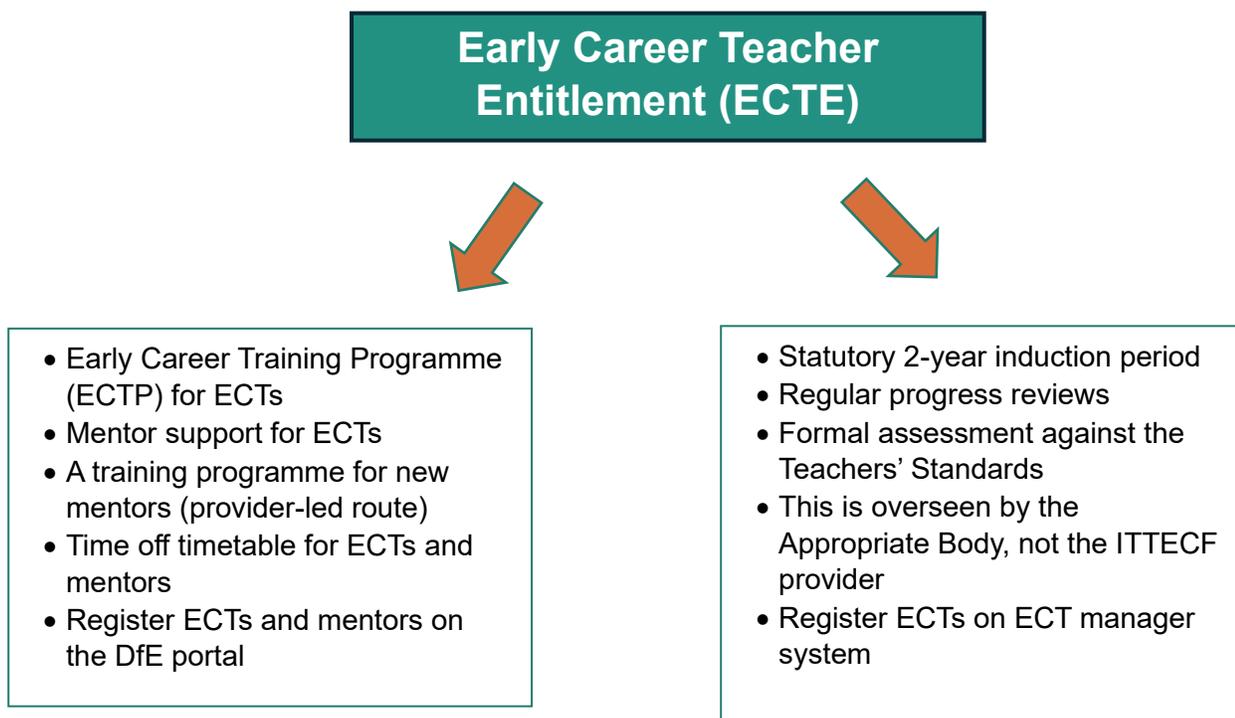
Induction for non-standard ECTs.

Non-standard is the term used for any ECTs who have a slightly different path through induction to a full time ECT. This may include:

- Part time ECTs
- ECTs who start induction part way through year
- ECTs who take a break during induction

ECTs in these scenarios, might find themselves **doing the training modules in a different order**, or doing **modules which are not directly aligned** with the year of induction they are in.

There are **two elements** to induction:



The **statutory 2 year induction period starts at a point agreed** by the Appropriate Body and the school. This is usually the point at which an ECT's contract begins, once they have formally been awarded QTS (statutory induction cannot begin before an ECT has their QTS confirmed). This means that the **statutory induction can begin at any point during the academic year**.

The Early Career Training programme modules are **delivered in a particular sequence** by TSH Berkshire, and so an ECT starting induction mid-year, or re-starting after a break, will have to slot into the most suitable modules on offer at the time.

Induction tutors should also look at the **UCL non-standard induction policy**, available on the FAQs page on Extend.

ECTP and ECF Modules 2025-26 and 2026-27

This is the standard sequence of modules for ECTs starting at the beginning of the academic year

	Year 1 ECTP modules 2025-26	Year 2 ECTP modules 2026-27	Year 2 ECF modules 2025-26 only
Autumn half term 1	Module 1	Module 7	Module 6
Autumn half term 2	Module 2	Module 8	Module 7
Spring half term 1	Module 3	Module 9	Module 8
Spring half term 2	Module 4		
Summer half term 1	Module 5		
Summer half term 2	Module 6	Module 10	Module 9

There are **3 points** at which an ECT can join the programme: September, January or April – basically the start of each long term. If an ECT joins in **January or April, they will slot into an existing cluster**, and start at the same point in the programme as their peers. This will mean that they do the modules in a **slightly different order** to ECTs who started at the beginning of a school year.

ECTs who **started the old ECF programme pre-Sept 2025** will have to join in with the year 2 modules for 2025-26. As the programme changed in September 2025, the **new year 1 ECTP modules are only available to ECTs who are starting induction this academic year.**

For details of the **path through the programme** for January/April starters, see the table on the next page.

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

Examples of the pathway through the training programme for non-standard ECTs

While the table on the previous page gives the general overview, we recognise that there are variations on this, and often different individual circumstances, so ECTs and induction tutors should contact us if there are queries about the best way through the programme for a non-standard ECT.

See below for some common examples.

Example 1

ECT starting in January 2026

	Statutory induction	Training programme modules
Spring term 2026	Term 1	Module 3 and 4
Summer term 2026	Term 2	Module 5 and 6
Autumn term 2026	Term 3 (end of year 1 report)	Module 7 and 8
Spring term 2027	Term 4	Module 9
Summer term 2027	Term 5	Module 9 and 10
Autumn term 2027	Term 6	Module 1 and 2

In this case, the ECT should have all their year 1 entitlements, including 10% timetable reduction until December 2026, when the induction tutor will write the end of year 1 report. However, they will start the year 2 training modules in September 2026, because this enables them to stay with the cluster that they joined in January, and gives them the best continuity through the programme.

Example 2

ECT taking a break part way through induction.

In the scenario below, the ECT starts induction in the Autumn term 2025, but leaves the school at the end of term in December, and then takes a term out of teaching in the Spring 2026, before starting in a new school in the Summer term 2026. Their path through the programme might look like this:

	Statutory induction	Training programme modules
Autumn term 2025	Term 1	Module 1 and 2
Spring term 2026	Not in school	
Summer term 2026	Term 2	Module 5 and 6
Autumn term 2026	Term 3 (end of year 1 report)	Module 7 and 8
Spring term 2027	Term 4	Module 9
Summer term 2027	Term 5	Module 9 and 10
Autumn term 2027	Term 6	Module 3 and 4 independently

This ECT would also need to have all their year 1 entitlements until the end of the Autumn term 2026. The induction tutor would write a progress review for them at the end of the summer term 2026, and then their end of year 1 report in December.

In this scenario, there would not be live training sessions for the ECT to attend in term 6 of their induction, because the only modules on offer in that term are 1 and 2 or 7 and 8. So the ECT could work through the materials from module 3 and 4 (the modules that they missed) independently with their mentor.

Part-time ECTs

According to the statutory guidance, part time ECTs should serve **the full-time equivalent** (FTE) of two full school years (based on a school year of three terms).

Part-time ECTs can approach the **training programme** in one of 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.
2. ECTs working part-time can **follow the programme at the same rate as full-time ECTs**.

However, it is for the school and appropriate body to decide in each individual case the length of the induction period required which is fair and takes full account of the ECT's working pattern. **So a part time ECT can still complete induction in 2 years, if they can demonstrate that they meet the Teachers' Standards.**

Completing induction is dependent on the school having the necessary evidence that the ECT has met the Teachers' Standards – it is not necessary for a part-time ECT to have completed all the ECTP modules in order to complete induction.

In this case the school must **formally request a reduction** in the induction period from the Appropriate Body. The pro-forma for requesting this can be found in the resources area on ECT manager.

The UCL Training Programme

ECTs joining year 1 of the training programme (ECTP)

More detailed information about the programme is available in our **“Guide for Schools”**. There is also a one page **checklist** available. Both of these documents can be found on our website [here](#).

UCL Extend

UCL Extend is the online platform where all the **resources** for the Early Career Training Programme (ECTP) are hosted. Participants should have received **log in details for the platform via email from UCL**. If you haven't, please check your junk email folder, and also check that your induction tutor has registered you on the DfE online registration service.

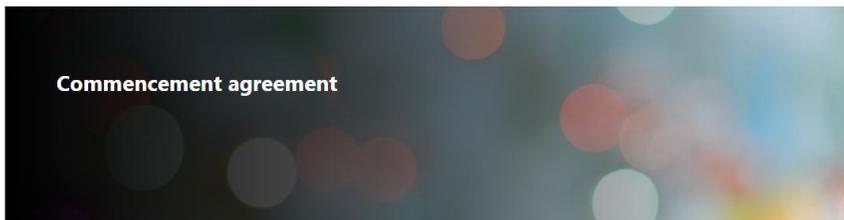
If you have done both these things and you still don't think you have access to Extend, **contact Sue Watson**, TSH Berkshire Operations Manager (susanwatson@lgs.slough.sch.uk).

The **first time you log onto Extend**, you will need to complete the **“Commencement Agreement”** before you can access any of the materials. On your main Extend dashboard click on the “ECT programme home” tile - see below:



ECT Programme Home
ECTP

Then scroll down to the “commencement agreement”:



Click on that and you will be asked to watch a couple of videos, and then accept the commencement agreement – see the screenshot below:

Commencement agreement

Watch a video and complete the activity. Then complete your ECT Programme commencement agreement in order to access your ECT Programme content.

1. Video: an introduction to the ECT programme (15 mins)	Completion ▾
2. Activity: getting started on the ECTP (45 mins)	Completion ▾
3. ECT Programme Commencement Agreement	
<p>🔒 Not available unless:</p> <ul style="list-style-type: none">▪ The activity 1. Video: an introduction to the ECT programme (15 mins) is marked complete▪ The activity 2. Activity: getting started on the ECTP (45 mins) is marked complete <p>Show less ^</p>	

If you are still having problems after this, please contact our operations manager, Sue Watson (susanwatson@lgs.slough.sch.uk)

Whenever you complete an activity on Extend, always remember to **click on “mark as done”** so that your progress is recorded. This includes **mentor meetings, self study/independent study, or watching recordings of training sessions**. Year 1 ECTs can also click to say they have **attended training sessions** as well.

Induction Conference Materials – Year 1 ECTs

Before you start the module materials, please watch the **Induction Conference recordings** on Extend,

1. Log into UCL Extend here:
<https://extend.ucl.ac.uk/my/courses.php>

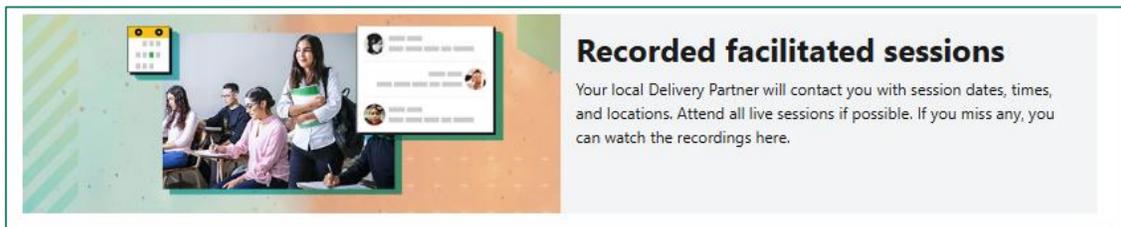
2. Click on the ECTP Year 1 programme:



3. Then click on “Module 1”



4. Scroll down to the section headed “recorded facilitated sessions”



- You need to **watch the first recording** – the “ECT welcome conference”. Ignore the recording of the facilitated learning session.

Welcome conference

 [ECT welcome conference recordings](#)

Facilitated learning

Click to [watch a recorded version of the facilitated learning session](#). Click to [download the transcript for the facilitated learning session](#).

- Then scroll down to the section under the “module 1 review meeting”. Ignore that but **tick on “mark as done”** next to the statement about having watched the welcome conference.



Module 1 review meeting

Complete the module 1 evaluation form during your standalone mentor meeting.

Mark as done if you have attended live or watched the recording for the ECT welcome conference.

Mark as done

Mark as done if you have attended live or watched the recording for this module’s facilitated learning session.

Mark as done

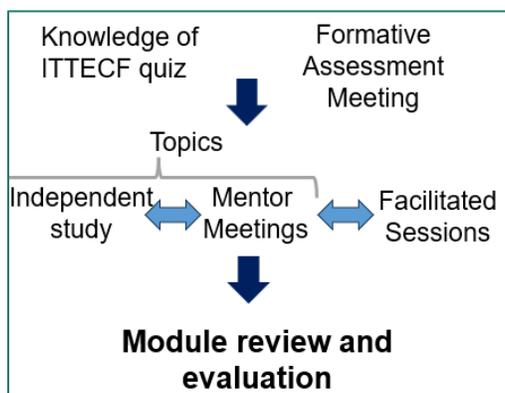
Mark as done if you have attended live or watched the recording for this module’s Local Learning Community.

Mark as done



Working through the modules – Year 1 ECTs

ECTs will work through each module in the following way:



- Start with an **online quiz on Extend** and a **formative assessment meeting** between ECT and mentor. 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.
- ECTs will bring some examples – **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. Although the topics are listed in a n order, ECTs can **change the order** if that suits their time better. 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

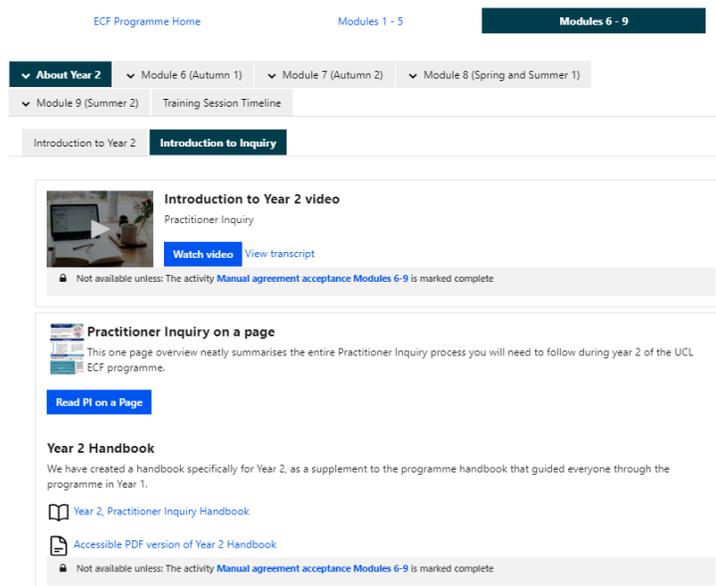
In each topic there are **independent study sessions**, which ECTs should complete. How they approach these, depends on whether they were **‘emerging’, ‘embedding’ or ‘excelling’**. Independent study sessions include short **research insights**, and a **choice of case studies** and **theory to practice** 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 should **always click on “mark as done”** when they have finished an activity (mentor meeting, independent study, or attended or watched a recording of a training session).

ECTs joining in year 2 of the training programme

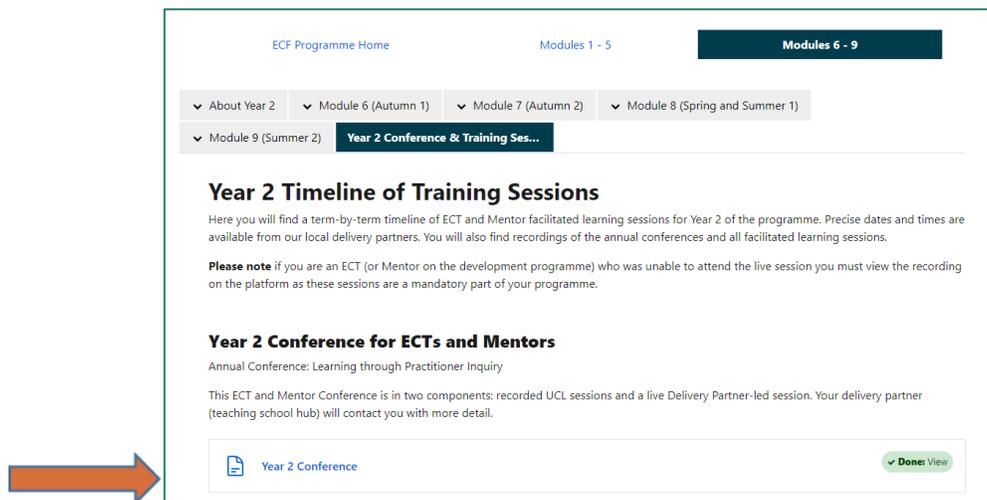
If an ECT starts in January of the second year of induction, the ECT and their mentor should read the **Practitioner Inquiry Handbook**. This is available on Extend in the **“About Year 2”** then **“Introduction to Inquiry”** tab.



The screenshot shows the ECF Programme Home interface. At the top, there are navigation tabs: "ECF Programme Home", "Modules 1 - 5", and "Modules 6 - 9". Below these, there are dropdown menus for "About Year 2", "Module 6 (Autumn 1)", "Module 7 (Autumn 2)", and "Module 8 (Spring and Summer 1)". Under "About Year 2", there are sub-tabs for "Module 9 (Summer 2)" and "Training Session Timeline". The "Introduction to Year 2" section is active, with a sub-tab for "Introduction to Inquiry". The content area displays three items: 1. "Introduction to Year 2 video" (Practitioner Inquiry) with a "Watch video" button and a "View transcript" link. A note below states: "Not available unless: The activity Manual agreement acceptance Modules 6-9 is marked complete". 2. "Practitioner Inquiry on a page" with a description: "This one page overview neatly summarises the entire Practitioner Inquiry process you will need to follow during year 2 of the UCL ECF programme." and a "Read PI on a Page" button. 3. "Year 2 Handbook" with a description: "We have created a handbook specifically for Year 2, as a supplement to the programme handbook that guided everyone through the programme in Year 1." and links for "Year 2, Practitioner Inquiry Handbook" and "Accessible PDF version of Year 2 Handbook". A note below states: "Not available unless: The activity Manual agreement acceptance Modules 6-9 is marked complete".



You should also watch the **Year 2 Induction Conference Recording**. This is in the “**year2 Conferences and Training Sessions**” tab on Extend. Click on the “**modules 6-9**” tab first, as this is where you will find all the Year 2 Resources.



The screenshot shows the ECF Programme Home interface. At the top, there are navigation tabs for 'Modules 1 - 5' and 'Modules 6 - 9'. Below this, there are dropdown menus for 'About Year 2', 'Module 6 (Autumn 1)', 'Module 7 (Autumn 2)', 'Module 8 (Spring and Summer 1)', and 'Module 9 (Summer 2)'. The 'Year 2 Conference & Training Sessions' tab is selected. The main content area is titled 'Year 2 Timeline of Training Sessions' and contains text about the term-by-term timeline of ECT and Mentor facilitated learning sessions. Below this is a 'Please note' section and a 'Year 2 Conference for ECTs and Mentors' section. At the bottom, there is a link for 'Year 2 Conference' with a document icon and a 'Done! View' button. An orange arrow points to the 'Year 2 Conference' link.

Working through the modules – Year 2 ECTs

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 a **training session each half term** in the Autumn and Spring terms.

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. This can take the place of one school visit – so ECTs could choose to organise one school visit and attend the celebration event instead of organising a second visit.

General information for all mid-year joiners

Mentor Meetings

- ECTs and mentors should be meeting **weekly in year 1** and **fortnightly in year 2**.
- The **materials for the meetings** are on Extend. If there are any issues accessing Extend, please contact Sue Watson (TSHB operations manager) via email susanwatson@lgs.slough.sch.uk
- You can use the materials flexibly – use the **module audit (y2) or formative assessment process (Y1)** at the start of each module to focus on the ECT's areas for development rather than trying to do every activity or topic in the same depth.
- If you miss a week for any reason, **you don't need to go back and catch up**, unless the content from the missed week was really key – if it was, go back and do that meeting, but then miss out one later to balance out.
- UCL expects that mentors will **contextualise** the material for their ECTs – so if the case study is primary and you are secondary, it is OK to adapt and use and examples from your own context.
- If an ECT really needs to **discuss something urgently one week**, which means you have to divert slightly from the planned activities, that is fine.

There is **no requirement to keep a record** of the mentor meeting, or upload anything to Extend, but ECTs/mentors might want to keep their own informal notes from the sessions. In year 1 UCL recommend keeping a “reflective journal” (see the [Introduction to Year 1](#) section on Extend)

Training Sessions

- Local area coordinators will send the **training session schedule** to induction coordinators who should pass this on to ECTs/mentors.
- **Facilitators** will also send details to ECTs/mentors in advance of the session.
- **Mentors** on the new year 1 training programme will have one training session a term in Autumn and Spring term.
- The pattern of ECT training sessions is slightly different in each year of the programme:
 - **ECT Year 1** – one 90 min session at the start of a half term, and a one hour session at the end of each half term.
 - **ECT Year 2** – one 90 min session each half term in Autumn and Spring term. There are no training sessions in the summer term, but ECTs are expected to carry out **2 school visits** in the second half of the summer term.
 - **There may be some variations for some of the clusters (especially the Sixth form cluster) so check the schedule sent to you by your local coordinator**
- If you are **unable to attend a live session** because of an unavoidable clash, contact your local area coordinator.

Independent Study (referred to as self directed study for Y2)

- There is **independent study** to do each half term, for mentors and ECTs – this is accessed via Extend.
- For ECTs and mentors on the old pre-Sept 2025 programme, you can **download** and read offline, or **listen to a sound file**.
- For Mentors and ECTs who are doing the new programme from September 2025, these activities are all completed online, on Extend.
- Remember to **click “mark as done”** when you have completed each activity so that the system records your engagement.

Workload

- There is a lot of content but you can use this flexibly. **ECTs do not need to do every activity from every mentor meeting or independent study section in the same amount of depth.** Use the formative assessment process/module audit at the start of each module to plan your personalised path through each module.

Extend

- Extend is a **resource area**. Mentors and ECTs need to access the programme materials on there but **you do not need to upload anything to the system.** The new year 1 ECTP resources are more interactive, but there is still no need to upload anything.
- If there are any **issues logging onto Extend**, or finding materials, please contact Sue Watson.

Mentor Training Programme 2025-26

All the materials are accessed via the ECT Programme for Mentors tile on Extend



There are **3 elements** to the mentor training:

1. Fundamentals of mentoring workbook (If you have done the 20 hours of ITT mentor training in 2024-25 you are exempt from this element of the training)
2. F2f training sessions
3. Independent study

Fundamentals of Mentoring online workbook

This is in the “induction section” – see the screenshots below or [this link](#):



Induction

Welcome!

Your induction is in two parts. If you have decided to start a reflection journal, you may wish to have it available to record your responses.

Part A: Fundamentals of mentoring

You should complete this compulsory two-hour, self-paced induction unit, unless you have completed ITT mentor training since 2024.

Part B: The welcome conference

You should attend this compulsory live event. The welcome conference is organised by your Delivery Partner who will contact you separately with the details. After you have attended the welcome conference, mark it as done at the bottom of this page.

A progress chart for 'Part A: The fundamentals of mentoring'. It features a green arrow pointing right, with a scale from 0% to 100%. There are four colored boxes (green, yellow, orange, red) representing different stages or topics. The first box is green and contains the text 'Part A: The fundamentals of mentoring'. The other three boxes are yellow, orange, and red, but their text is not clearly legible.

Part A: The fundamentals of mentoring

This is a two-hour unit. Please complete all four topics.

The “further development activities” are optional.

Remember to ‘mark as done’ when you have completed each topic.

TOPIC 1 Mark as done

There are 4 topics – you should complete all of them.

Remember to click on “**mark as done**” when you have completed each topic.

Training Sessions

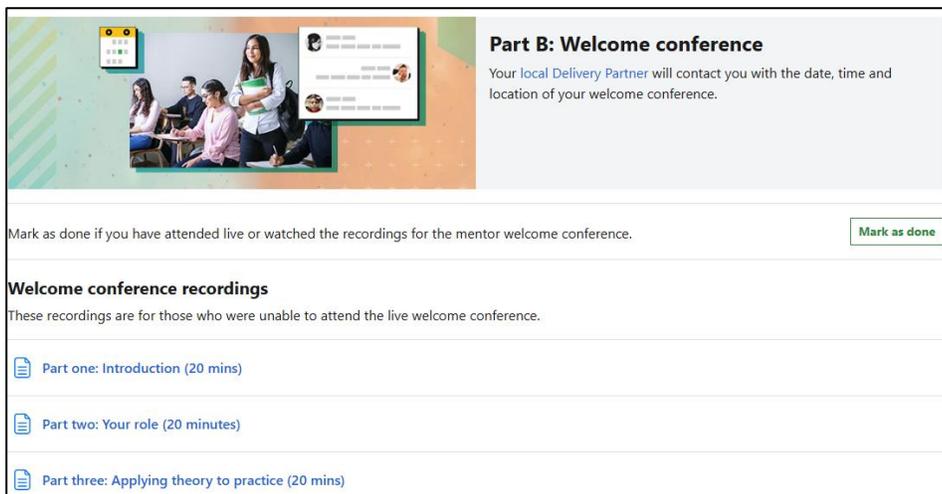
There are **3 training sessions**;

- Welcome Conference
- Local Learning Community 1 – Leading Early Career Teacher Development
- Local Learning Community 2 – Leading Practitioner Inquiry

The Welcome Conference and one of the local learning community sessions are delivered on the whole day f2f session in September and the other local learning community session is delivered on the half day session in March.

Please sign up [here](#) for the March session.

You will need to watch the recording of the welcome conference. This is in the “induction” section on Extend – scroll down to the bottom of the page – scroll down to the bottom of the page [on Extend here](#) to find the recording:



The screenshot shows a digital interface for a 'Part B: Welcome conference'. At the top left, there is a video player showing a group of people in a meeting. To the right of the video, the text reads: 'Part B: Welcome conference' and 'Your local Delivery Partner will contact you with the date, time and location of your welcome conference.' Below this, there is a 'Mark as done' button. Underneath, the section is titled 'Welcome conference recordings' and includes the text: 'These recordings are for those who were unable to attend the live welcome conference.' There are three recording entries listed: 'Part one: Introduction (20 mins)', 'Part two: Your role (20 minutes)', and 'Part three: Applying theory to practice (20 mins)'. Each entry has a document icon to its left.

Remember to tick “mark as done” when you have watched all 3 recordings.

You will do both local learning community sessions over the course of the training programme, but the order you do them in depends on which year of the programme your ECT is in.

Independent study

There is **30 mins of independent study** per half term. This is accessed via the independent study section [on Extend here](#):



It is made up of videos/reflection activities for each module.

There is also 60 minutes per half term (or 10 minutes per week) allocated to look through the materials for the mentor meetings – see the screenshot below for module 1.

The screenshot displays the 'ECT Programme for Mentors' interface. At the top, it says 'ECT Programme for Mentors'. Below that is the section 'Independent study'. Under 'Get started', it says 'Watch an overview of Independent Study.' and lists a video: 'Video: Overview of Independent Study (7 mins)'. A large graphic titled 'Modules 1 and 10' is shown, with text stating: 'The independent studies for this theme should take 30 mins. You should also spend a total of 60 mins preparing for your mentor meetings for the half term. Click "mark as done" when you have completed this theme.' To the right of this graphic is a 'Mark as done' button. Below the graphic, 'THEME 1' is highlighted, and the main title is 'Fulfilling professional responsibilities'. A list of resources follows: 'Independent study: Fulfilling professional responsibilities part 1 - video (8 mins)', 'Independent study: Theme 1 knowledge - quiz (10 mins)', 'Independent study: Fulfilling professional responsibilities part 2 - video (7 mins)', 'Independent study: Contextualisation exercise - reflection (5 mins)', 'Your mentor meetings: Theme 1 (60 mins)', and 'References'.

Ideally you should do this at the start of each module. There will also be time allocated at the training sessions if you want to do independent study then.

Remember to tick “mark as done” when you have done any of the independent study.

Contacts

Who	Details	What
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	General queries about the programme overall.
Sue Watson Operations Manager, TSH Berkshire	Langley Grammar School Reddington Drive, Langley, Berkshire SL3 7QS 01753 598300 ex 8350 susanwatson@lgs.slough.sch.uk	Administrative queries, including registration, new starters and leavers and Extend queries.
Local Area Coordinator	See table below	Operational queries about local programmes, including dates and times of sessions etc.

The local area coordinators will organise all the training sessions, and should be your first point of call for any queries about dates and times of sessions, links for online sessions etc. You should also contact them if you can't attend a session.

Local Area Coordinators for 2025-26

Area	Name	School	email
Slough	Stacy Mason	Langley Grammar	StacyMason@lgs.slough.sch.uk
RBWM	Aoife Noctor	St Edward's	anoctor@sterf.org.uk
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Bracknell Forest secondary			Contact your school induction tutor