



TSH Berkshire Early Career Training Programme (ECTP) Guide for Schools 2026-27

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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

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.

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
- Statutory 2 year induction period

Key terms used in this document:

Statutory Induction Guidance	The latest version of the guidance can be found here .
Lead Provider	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 lead provider is University College London (UCL) . Details about UCL's early career training programme (ECTP) can be found on their website here .
Delivery Partner	TSH Berkshire is your delivery partner.
Facilitators	Facilitators are school leaders and teacher leaders recruited by the Delivery Partner. They are deployed to lead ECT and Mentor professional development sessions.
UCLeXtend	The online platform through which Delivery Partners, Induction Tutors, Mentors and ECTs access materials.
Appropriate Body	The organisation responsible for overseeing and quality assuring the statutory side of induction, including assessment and reporting . For some of you TSH Berkshire will be your Appropriate Body, for others it may be a different Teaching School Hub.

Key people involved in induction:

Local Area Coordinator	A senior member of staff in one of our partner schools across the hub area who will organise the programme locally .
Induction tutor	The person in school who oversees the induction process 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.
Mentor	The member of staff who meets regularly with the ECT to work through the ECTP materials and support the ECT in their professional development. The mentor should not be involved in assessing the ECT .
Early Career Teacher (ECT)	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 ECTP.
- 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:

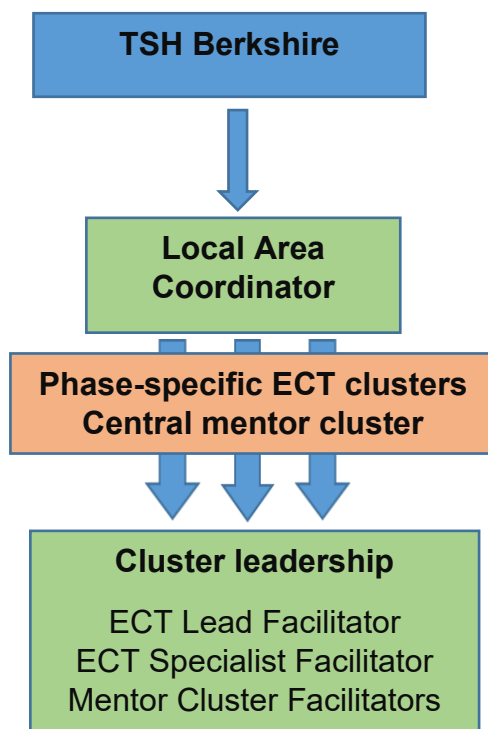
Statutory Induction Process	ECTP
• Overseen by Appropriate Body e.g.TSH Berkshire • Assessed against the Teachers' Standards • Formal lesson observations • Progress reviews and end of year reports, usually written by induction tutor • ECTs have to pass • Documentation and resources provided by Appropriate Body • Schools should register ECTs on ECT manager	• Overseen by ECTP delivery partner – TSH Berkshire • No assessment – ITTECF is <u>not</u> an assessment framework • Developmental lesson observations – do not form part of assessment • Supportive, developmental • No formal reporting • Resources on UCL Extend • Schools should register ECTs and mentors on DfE portal.

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 2026-27 are as follows:

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

ECTP Structure 2026-27

Year 1 ECT

What	When	Delivery mode	Duration
ECT Welcome Conference (TSH Berkshire)	Start of programme Combined with M1 f2f session	F2F	90 minutes for welcome +90 minutes for M1 session
ECT training session*	Start of each half term	F2F	2 hours – mostly delivered as 90 minutes with 30 minutes pre-session activities
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/ECT meeting	Weekly	F2F	Typically 60 minutes

Year 2 ECT

What	When	Delivery mode	Duration
ECT training session*	Half termly (except Autumn 2 and summer 2)	f2f	2 hours, mostly delivered as 90 minutes with 30 minutes pre-session activities
ECT Conference (TSH Berkshire)	After Oct half term Choice of dates and venues	F2f	2 hours
ECT self-study	Each half term	Online reading and reflection materials	1 hour in half terms 1-5
ECT Schools visits	Summer term (half term 6)		2 hours per visit*
Mentor/ECT meeting	Fortnightly	f2f	Typically 60 minutes

The school visits are arranged differently for the S7 Sixth Form cluster. ECTs should check with their induction tutor.

Mentor Training Programme

Mentor Welcome Conference (TSH Berkshire)	September Choice of dates and venues	F2f	Full day combining welcome conference, local learning community and independent study
Mentor local learning community (LLC)	One session in Autumn and Spring/Summer terms	F2F	3 hours (these sessions include time to complete some of the independent study materials)
Mentor independent study	Each half term	Online videos	30 mins per half term
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)

The mentor training is arranged slightly differently for the S7 Sixth Form cluster. Mentors should check details with their induction tutor.

ECT clusters will be grouped by **phase and local area**. There will be one **central mentor cluster** and mentors will have a **choice of dates and venues** for their training sessions. These sessions will be delivered collaboratively by a team of mentor facilitators.

The **ECT training sessions** are scheduled to last **2 hours**, but sessions running after school can be timetabled for **90 minutes** and facilitators should send some **pre-session activities** to make up the remaining 30 minutes. This is to comply with DfE and UCL guidelines about the total number of hours of ECT training that programmes should adhere to.

Local area coordinators will put together the **programme schedule** and **agree dates and times of sessions** with facilitators. Sessions usually run as twilights but some run during the school day by arrangement with the schools in the cluster.

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

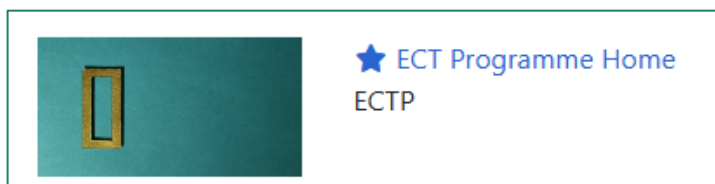
Accessing Materials

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 independent 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.

When you first get access to Extend, you will need to complete the **"programme commencement agreement"** in order to get access to the rest of the programme materials. This is in the "Programme Home" section [here](#).

You will see different areas within Extend

The **Programme Home tab** contains general information about the programme as a whole, UCL guides for each year of the programme, a separate area for induction tutors, UCL contact details and FAQs and the programme commencement agreement.



ECT Programme Year 1 and ECT programme Year 2 are the **main areas for ECTs**. They contain all the materials for each module. This includes mentor meeting materials, ECT independent study materials and links to recordings of training sessions.

ECTs should tick "mark as done for their activities in these areas" – that includes independent study activities, mentor meetings and attendance at training sessions/watching recordings if they are unable to attend a live session.



ECT Programme for mentors contains all the materials for the mentor training programme. This is the **main area mentors should use** – you can also get to the materials for mentor meetings via this tab. Mentors who are on the mentor training programme should **tick off their independent study** activities in this section. **You do not need to tick off mentor meetings**- the ECT will do that. If you are not on the mentor training programme, you will have access to this area, but do not need to mark any of the activities as done.

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

1. Induction tutors should use the DfE [Register Early Career Teachers](#) online service to tell the DfE that you are using a “provider-led” option for your ECT training 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 any ECTs in 2025-26, schools will also need to fill in this short form [here](#), so that the school can be partnered with UCL for 2026-27.
4. The induction tutor then needs to **register the ECTs and assign mentors** on the DfE online registration service.
5. There is a step-by-step guide on our website [here](#).

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

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.

Mark as done

✓ **Done**

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.

At the start of each module, there is a short **getting started video** which will give ECTs and mentors an overview for the module.

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

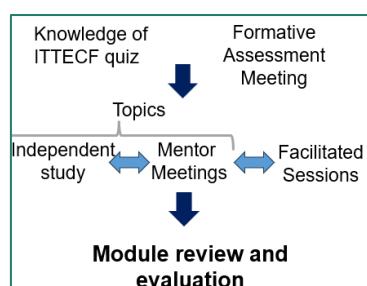
Module 3: Engaging pupils in learning

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 **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 and the discussion in the meeting – **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 UCL suggest the order of topics through the module, mentors and ECTs can work through in a different order if they prefer. 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

There are 4 modules in year 2 of the programme:

Module 7: Enabling pupil learning (Autumn half term 1)

Module 8: Engaging pupils in learning (Autumn half term 2)

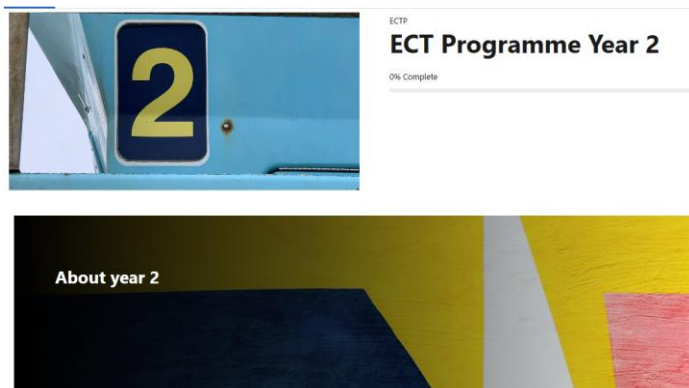
Module 9: Developing quality pedagogy and making productive use of assessment (Jan-May half term). This module is divided into three sections, 9a, 9b and 9c, each lasting half a term.

Module 10: Fulfilling professional responsibilities (summer half term 2)

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 a useful **Practitioner Inquiry Handbook**. This is on Extend in the Guides section on the Programme Home tab [here](#). **All ECTs and mentors should read this at the start of the year.**

ECTs should also look at the **“About Year 2”** section on Extend.



ECTs and mentors will meet **fortnightly** in year 2 of the programme. Each module starts with a **formative assessment meeting** in the first mentor meeting of the module.

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 **independent 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 10 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. ECTs in the S7 Sixth Form Cluster should speak to their induction tutor about these visits, as there are slightly different arrangements for them.

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 at the end of June/start of 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 independent 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 about the programme

- 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 in the same level of depth.**
- **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.** ECTs are encouraged to keep a **reflective journal** but that isn't submitted anywhere.

Frequently Asked Questions

There is a **FAQs section** in the **Programme Home tab** on UCL Extend [here](#). **Induction tutors** also have a section in the Induction Tutor Guide [here](#).

ECTP = Early Career Training Programme. This is what UCL call the 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.

Assessment and Paperwork

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.

What evidence does an ECT need to upload to Extend? How do they evidence progress against the Teachers' Standards? Where do they upload weekly tasks?

The short answer is that ECTs don't need to upload anything to Extend. They 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. UCL will track engagement in the programme through the ECT's activities on Extend. That is why it is important to click on "mark as done" whenever the ECT has completed an activity. Your Appropriate Body should advise you about the evidence gathering side of the process – that is nothing to do with UCL.

Observations

Are ECTs still required to complete formal lesson observations to demonstrate the extent to which they are meeting the Teachers' Standards?

ECTs will have formal observations but these are part of the statutory assessed side of induction, which is overseen by the Appropriate Body. These formal observations are usually carried out by the induction tutor not the mentor. They are not part of the UCL ECT training programme.

Does the mentor have to observe the ECT?

On occasion, the mentor is asked to conduct a developmental observation of the ECT, as part of the training programme. 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. Mentors and ECTs can arrange as many developmental observations as they like and there is no need for any formal write up to be submitted anywhere – they are purely to support the ECT's development.

The role of the mentor

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 meetings with each ECT.

Why can't a mentor tick activities as done in Extend?

Mentors only need to “mark as done” activities which are part of their mentor training programme – which is the mentor independent study and attendance at the live training sessions, or when they have watched a recording if they couldn't attend a live session. They do not tick off the mentor meetings – the ECT will do that, as these form part of the ECT programme. If a mentor is not currently following the mentor training programme, because they have completed it previously, they don't need to mark anything as done, and so this feature is disabled on their account.

Accessing Materials and Programme Content

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.

Can mentors and induction tutors see what activities their ECTs have completed on Extend?

The mentor/induction tutor and ECT accounts are not linked. So mentors and induction tutors cannot see what their ECTs have completed, from their own Extend accounts. You will have to just ask your ECT, or contact Sue Watson and she can tell you. That is why mentors and ECT progress

bars on Extend will not match up. The mentor's progress bar shows their progress in their own mentor training programme.

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

ECTs and mentors should plan a path through the module each half term depending on your formative assessment meeting. Usually ECTs work through the topics in the order on Extend, but you can change the order to fit in better with the ECT's developmental needs and the school calendar.

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.

Do ECTs have to complete all the activities in the programme? What if they feel that some aren't appropriate for them, or they have done them on their ITE year?

It is a statutory requirement that all ECTs engage in a 2-year programme of professional development based on the ITTECF. You can [download a copy of the full ITTECF](#). Therefore, it is important that all participants complete all the activities and engage in all facilitated sessions.

The ECTP addresses all ECTs in whatever their setting; as such, ECTs should expect to revisit research from their ITE year. However, their focus should be on how they can apply it discerningly to their classrooms, and this certainly will be a new challenge. The Teaching Standards are something that all teachers are expected to come back to throughout their career, improving their mastery of them each time.

Nevertheless, UCL recognise that ECTs on our programme come from different ITE routes, work in a range of contexts and have different strengths and weaknesses. Therefore, they have built flexibility into our programme to make sure participants can tailor each activity to their needs. This is principally done through the formative assessment process, explained at the top of every module page.

The content of the mentor meetings is too prescriptive and there is too much content. 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. Mentors and ECTs should use the formative assessment meeting at the start of each module to personalise the programme for the ECT for that module. Mentor meetings should never last longer than an hour – prioritise what is important to the ECT.

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.

The practitioner inquiry in year 2 adds to workload.

Keep the scale of the inquiry small. For an exploratory inquiry, ECTs should only be focusing on steps one of the cycle. 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 7 and 8, the '*final product*' is the structured dialogue ECTs have with their mentors.

There is no obligation to submit anything in writing.

For the longer inquiry in Module 9, 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.

Non-standard Participants

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 ECT 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 ECT programme commences. You will need to register any new ECTs (and mentors) on the DfE's online portal.

See the table on page 19 for the path through the programme for January/April starter ECTs. 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 and let us know so we can advise where they should pick up the mentor training programme.

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

UCL also have a "non-standard induction policy" which is available on Extend [here](#). There is also more information for induction tutors on Extend [here](#).

What if the new ECT joining has previously started the ECTP 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 happens 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 update the DfE portal to assign the new mentor to their ECT. If the previous mentor has left the school, you will need to update that on the DfE portal as well.

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. 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 ECTP.

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. Please contact us to agree which modules of the programme your ECT will do.

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 2025 starters	April 2025 starters	January 2026 starters	April 2026 starters	Jan 2027 starters	April 2027 starters
Spring 2025 HT1	Module 3 ECF					
Spring 2025 HT2	Module 3 ECF					
Summer 2025 HT1	Module 4 ECF	Module 9 ECF				
Summer 2025 HT2	Module 5 ECF	School visits				
Autumn 2025 HT1	Module 6 ECF	Module 1 ECTP				
Autumn 2025 HT2	Module 7 ECF	Module 2 ECTP				
Spring 2026 HT1	Module 8 ECF	Module 3 ECTP	Module 3 ECTP			
Spring 2026 HT2	Module 8 ECF	Module 4 ECTP	Module 4 ECTP			
Summer 2026 HT1	Module 8 ECF	Module 5 ECTP	Module 5 ECTP	Summer starter prog		
Summer 2026 HT2	Module 9 ECF	Module 6 ECTP	Module 6 ECTP	Summer starter prog		
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	Module 3 ECTP	
Spring 2027 HT2		Module 9 ECTP	Module 9 ECTP	Module 4 ECTP	Module 4 ECTP	
Summer 2027 HT1			Module 9 ECTP	Module 5 ECTP	Module 5 ECTP	Summer starter prog
Summer 2027 HT2			Module 10 ECTP	Module 6 ECTP	Module 6 ECTP	Summer starter prog
Autumn 2027 HT1			Module 1 ECTP	Module 7 ECTP	Module 1 ECTP	Module 1 ECTP
Autumn 2027 HT2			Module 2 ECTP	Module 8 ECTP	Module 2 ECTP	Module 2 ECTP
Spring 2028 HT1				Module 9 ECTP	Module 9 ECTP	Module 3 ECTP
Spring 2028 HT2				Module 9 ECTP	Module 9 ECTP	Module 4 ECTP
Summer 2028 HT1					Module 9 ECTP	Module 5 ECTP
Summer 2028 HT2					Module 10 ECTP	Module 6 ECTP
Autumn 2028 HT1					Module 7 ECTP	Module 7 ECTP
Autumn 2028 HT2					Module 8 ECTP	Module 8 ECTP
Spring 2029 HT1						Module 9 ECTP
Spring 2029 HT2						Module 9 ECTP

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
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.
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 on page 5	Operational queries about local programmes, including dates and times of sessions, absences etc. Queries about school visits. General queries from induction tutors. Copy local area coordinator into emails regarding starters/leavers.

Overview of the Year 2026-27

Please note:

The topics are in the **order suggested by UCL**, but there is **flexibility** to work these around your own school calendar and term dates. Usually there is a mentor meeting in the first week of each module, to set the plan for the half term.

ECTs should check specific dates for training sessions with their induction tutor and local area coordinator. **Mentor training dates** are on page 27-28.

Autumn Half term 1	
Module 1 Fulfilling professional responsibilities	
Full day f2f with choice of 2 dates and venues (mentors)	Mentor conference and local learning community session
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Start of module: Knowledge of ITTECF and module formative assessment	Mentor Independent Study
September: ECT Conference – Check date with local coordinator.	ECT Facilitated learning session - Annual conference
September: Effective professional development (combined with welcome conference)	ECT f2f Facilitated learning session
Topic 1: Workload and wellbeing	ECT Mentor mtg
Topic 2: Understanding teachers as role models	ECT Independent study
	ECT Mentor mtg
Topic 3: Engaging with parents, carers and families	ECT Mentor mtg
Topic 4: Working effectively with colleagues	ECT Mentor mtg
Topic 5: Establishing the learning environment.	ECT Independent study
	ECT Mentor mtg
End of module: Building professional relationships	ECT local learning community session
Final week of module: Module Evaluation	ECT Mentor mtg

Autumn half term 2	
Module 2 Enabling pupil learning	
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Knowledge of ITTECF	Mentor Independent Study
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Start of module: Understanding disadvantage	ECT f2f Facilitated learning session
Topic 1: Understanding and Managing behaviour	ECT Independent study
	ECT Mentor mtg
Topic 2: Understanding pupils as learners	ECT Independent study
	ECT Mentor mtg
Topic 3: Meeting individual needs and balancing workload	ECT Independent study
	ECT Mentor mtg
Topic 4: Literacy and learning	ECT Independent study
	ECT Mentor mtg
Topic 5: Supporting the most vulnerable pupils	ECT Mentor mtg
End of module: Exploring yourself as a role model	ECT local learning community session

Final week of module: Module Evaluation	ECT Mentor mtg
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Spring half term 1	
Module 3 Engaging pupils in learning	
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Knowledge of ITTECF	Mentor Independent Study
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Start of module: Curriculum, knowledge and learning	ECT f2f Facilitated learning session
Topic 1: Prior knowledge, memory and misconceptions	ECT Independent study
	ECT Mentor mtg
Topic 2: Consolidation of learning	ECT Independent study
	ECT Mentor mtg
Topic 3: Curriculum and subject knowledge	ECT Independent study
	ECT Mentor mtg
Topic 4: Subject knowledge and key concepts	ECT Mentor mtg
January: Mentor Local Learning Community 1	Mentor f2f training session
End of module: The role of powerful disciplinary knowledge	ECT local learning community session
Final week of module: Module Evaluation	ECT Mentor mtg

Spring half term 2	
Module 4 Developing quality pedagogy	
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Knowledge of ITTECF	Mentor Independent Study
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Start of module: Learning through practice/questioning	ECT f2f Facilitated learning session
Topic 1: Implementing effective modelling	ECT Independent study
	ECT Mentor mtg
Topic 2: Exposition and questioning	ECT Independent study
	ECT Mentor mtg
Topic 3: Modelling metacognitive strategies	ECT Independent study
	ECT Mentor mtg
Topic 4: Developing high quality classroom talk	ECT Independent study
	ECT Mentor mtg
End of module: Collaborative Learning	ECT local learning community session
Final week of module: Module Evaluation	ECT Mentor mtg

Summer half term 1	
Module 5 Meeting pupils' needs	
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Knowledge of ITTECF	Mentor Independent Study
Start of module: Module Formative Assessment (MFA).	ECT Mentor mtg
Start of module: Understanding the role of key professionals in helping to meet the needs of all learners	ECT f2f Facilitated learning session
Topic 1: Increasing pupil success through adaptive teaching	ECT Independent study
	ECT Mentor mtg
Topic 2: Using groupings to support specific needs	ECT Independent study
	ECT Mentor mtg

Topic 3: Making new concepts accessible through targeted support	ECT Independent study
	ECT Mentor mtg
Topic 4: Effective and manageable marking and feedback	ECT Independent study
	ECT Mentor mtg
End of module: Effective use of adaptive teaching.	ECT local learning community session
End of module: Mentor local learning community 2	Mentor f2f training session
Final week of module: Module Evaluation	ECT Mentor mtg

Summer half term 2	
Module 6 Making productive use of assessment	
Start of module: Module Formative Assessment (MFA)	ECT Independent study
Start of module: Knowledge of ITTECF	Mentor Independent Study
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Start of module Fundamental principles of effective assessment (1)	ECT f2f Facilitated learning session
Topic 1: Planning for effective assessment	ECT Independent study
	ECT Mentor mtg
Topic 2: Applying assessment practice in the classroom	ECT Independent study
	ECT Mentor mtg
Topic 3: Giving high-quality feedback	ECT Independent study
	ECT Mentor mtg
Topic 4: Putting effective marking and feedback into practice.	ECT Mentor mtg
Topic 5: Reflection and research in professional development	ECT Independent study
	ECT Mentor mtg
Topic 6: Revisiting professional development.	ECT Independent study
July: Assessment and patterns of performance	ECT local learning community session
Final week of module: Module Evaluation	ECT Mentor mtg

UCL ECTP Year 2 Topics

Autumn half term 1	
Module 7 Inquiry into enabling pupil learning	
Start of module	Read Practitioner Inquiry Handbook
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Week 3: Developing and Refining an inquiry focus	ECT Facilitated Learning
Topic 1: High expectations and managing behaviour: collecting the evidence	ECT Independent study
Topic 2: High expectations and managing behaviour: understanding the evidence	ECT Mentor mtg
Final week of module: Module review and looking forward	ECT Mentor mtg

Autumn half term 2	
Module 8 Inquiry into engaging pupils in learning	
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg

Week 2: The practitioner inquiry cycle	ECT f2f Facilitated Learning- Annual conference Sign up via this link
Topic 1: Pupil progress and subject knowledge: confirming an inquiry question	ECT Independent study
Topic 2: Pupil progress and subject knowledge: collecting the evidence	ECT Mentor mtg
Topic 3: Pupil progress and subject knowledge: understanding the evidence	ECT Mentor mtg
Final week of module: Module review and looking forward	ECT Mentor mtg

Spring half term 1 Module 9a Inquiry into developing high-quality pedagogy and making productive use of assessment	
Start of module: Conducting an extended evaluative inquiry	ECT f2f Facilitated Learning
Start of module: Module Formative Assessment (MFA)	ECT Mentor mtg
Topic 1 High-quality pedagogy and assessment: collecting evidence to answer the exploratory question	ECT Independent study
Topic 2 High-quality pedagogy and assessment: understanding the evidence	ECT Mentor mtg
Topic 3 High-quality pedagogy and assessment: generating an evaluative question and an alteration to practice	ECT Mentor mtg

Spring half term 2 Module 9b Inquiry into developing high-quality pedagogy and making productive use of assessment	
Start of module Understanding our data	ECT f2f Facilitated Learning
Topic 1: High-quality pedagogy and assessment: observing and feeding back on the alteration to practice	ECT Mentor mtg
Topic 2: High-quality pedagogy and assessment: understanding the emerging evidence	ECT Independent study
Topic 3: High-quality pedagogy and assessment: sharing claims and planning developments	ECT Mentor mtg
Topic 4: High-quality pedagogy and assessment: checking for unintended consequences	ECT Mentor mtg

Summer half term 1 Module 9c Inquiry into developing high-quality pedagogy and making productive use of assessment	
Topic 1: High-quality pedagogy and assessment: considering a full range of emerging evidence	ECT Mentor mtg
Topic 2: High-quality pedagogy and assessment: considering the impact on the ECT	ECT Independent study
Topic 3: High-quality pedagogy and assessment: preparing to present findings	ECT Mentor mtg
Week 6: Mobilise new knowledge.	ECT f2f Facilitated Learning

Final week of module: High-quality pedagogy and assessment: module review meeting	ECT Mentor mtg
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Summer half term 2 Module 10 Professional responsibilities: taking the lead	
School visits – ideally in week 1 and week 4 but there is flexibility depending on school calendars	ECT Training - School visit
Topic 1: Planning your next year	ECT Mentor mtg
Topic 2: Leading and managing professional development	ECT Mentor mtg
Topic 3: Leading and managing effective working relationships	ECT Mentor mtg
Topic 4: Leading and managing effective workload and wellbeing practices	ECT Mentor mtg

ECTP Mentor training sessions schedule 2026-27

Sign up for all sessions via the link [here](#).

	Date and time	Mentors with an ECT in year 1 of the programme	Mentors with an ECT in year 2 of the programme
Autumn term	16.09.26 9.00-3.30pm St Bartholomew's School RG14 6JP OR 24.09.26 9.00 -3.30 Windsor Racecourse SL4 5EZ	Welcome Conference Local Learning Community 1 "Leading Early Career Teacher Development" Module 1 independent study	Welcome Conference Local Learning Community 2 "Leading Practitioner Inquiry" Module 10 independent study
Spring term	26.01.27 2.00-5.00pm Windsor Racecourse SL4 5EZ OR 28.01.27 2.00-5.00pm St Bartholomew's School RG14 6JP	No training sessions in the spring term	Local Learning Community 1 "Leading Early Career Teacher Development" Time to complete independent study
Summer term	18.05.27 2.00-5.00pm Shaw House Newbury RG14 2DR OR 19.05.27 2.00-5.00pm Windsor Racecourse SL4 5EZ OR 20.05.27 2.00-5.00pm Sindlesham Court, Wokingham RG41 5EA	Local Learning Community 2 "Leading Practitioner Inquiry" Time to complete independent study	No training sessions in the summer term

Variations for mentors who started at different points in the year

Sign up for all sessions via the link [here](#).

January 2026 mentors

These mentors should attend the afternoon session on one of the September days to complete their second local learning community session. They will have no further mentor training sessions but will need to complete any remaining independent study modules by the end of the autumn term in December 2026.

April 2026 mentors

See below for an amended schedule for mentors who started mentoring in April 2026. Their training programme will end in April 2027.

	Date and time	Mentors with an ECT in year 1 of the programme	Mentors with an ECT in year 2 of the programme
Autumn term	16.09.26 9.00-3.30pm St Bartholomew's School RG14 6JP OR 24.09.26 9.00 -3.30 Windsor Racecourse SL4 5EZ	Welcome Conference Local Learning Community 1 "Leading Early Career Teacher Development" Module 1 independent study	Welcome Conference Local Learning Community 2 "Leading Practitioner Inquiry" Module 10 independent study
Spring term	26.01.27 2.00-5.00pm Windsor Racecourse SL4 5EZ OR 28.01.27 2.00-5.00pm St Bartholomew's School RG14 6JP	Local Learning Community 2 "Leading Practitioner Inquiry" This will be delivered as an online session in first half of spring term 2027 date TBC	Local Learning Community 1 "Leading Early Career Teacher Development" Time to complete independent study