



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

July 2026

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

Early Career Teacher Entitlement (ECTE)



Formal, statutory induction process

- Appropriate Body oversees
- Assessed against the Teachers' Standards
- Formal lesson observations
- Progress reviews and end of year reports
- ECTs have to pass
- Documentation and resources provided by Appropriate Body
- Timetable reduction
- Register ECTs on ECT manager



Early Career Training Programme (ECTP)

- ECTP Provider oversees
- No assessment – [ITTECF](#) is **not** an assessment framework
- Developmental lesson observations – do not form part of assessment
- Supportive, developmental
- No formal reporting
- Documentation and resources on ECTP lead provider portal
- Register ECTs and mentors on DfE service

School Roles and Responsibilities



Induction Tutor

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

Mentor

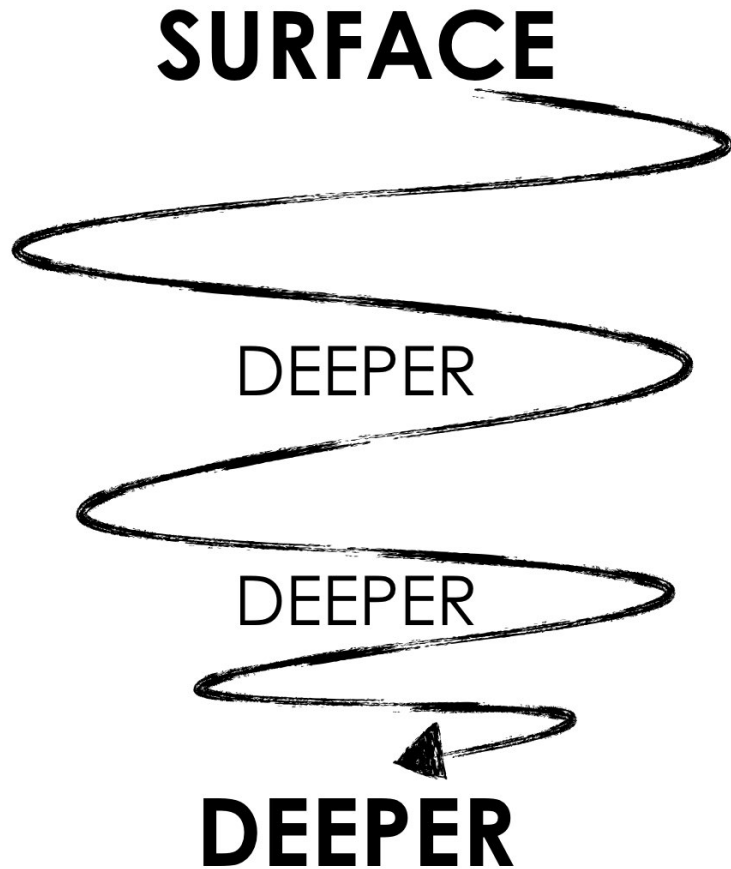
- An experienced practitioner
- Has the necessary skills and knowledge to support the ECT in developing their classroom practice
- Meet weekly with ECT to work through ECF provider materials.
- Not normally involved in assessing the ECT against the Teachers' Standards

Summary of the ECTP



- **10 modules** – 6 in year 1 and 4 in year 2
- **Diagnostic tool** at start of each module - module formative assessment, completed on Extend (UCL online platform). ECTs will then **plan bespoke path** through module with mentor.
- Training sessions for ECTs are a **mix of f2f and online**
- **Mentor training programme one year** (but mentors still mentor for 2 years). Training sessions f2f.
- Mentors **only have to do the training once**.
- Mentor and ECT training programme also includes **independent study** on Extend.
- **Mentor meetings** are weekly in year 1 and fortnightly in year 2. All the materials for the meetings are on Extend.
- **Separate areas on Extend** for mentors, induction tutors and ECTs.

UCL ECTP: a spiral curriculum



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

High Quality Outcomes



ECTs will...

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

Early Career Training Programme (ECTP)



Year One

M1

Fulfilling Professional Responsibilities

M2

Enabling Pupil Learning

M3

Engaging Pupils in Learning

M4

Developing Quality Pedagogy

M5

Meeting Pupils' Needs

M6

Making Productive Use of Assessment

Year Two

M7

Exploratory Inquiry focusing on Enabling Pupil Learning

M8

Exploratory Inquiry focusing on Engaging Pupils in Learning

M9a

M9b

M9c

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

M10

School Visits focusing on Fulfilling Professional Responsibilities

Overview of ECTP



Year 1

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

Year 2

- 1 facilitated training session per term – 2 hours each half term (except summer 2)
- Conference in November (2 hours f2f 2.30-4.30)
- Fortnightly mentor meeting (1 hour)
- Independent study (60 mins per topic)
- ECTs will carry out a series of “practitioner inquiries” – small scale research projects focussing on an area of development of their choice.
- 2 school visits in second half of summer term

ECTP Training Sessions – Year 1



	Facilitated learning (2 hours – may be delivered as 90 min training session + 30 mins pre-session activity)	Local Learning Community (60 mins online)
Module 1	Effective professional development	Building professional relationships
Module 2	Understanding pupil disadvantage	Exploring yourself as a role model
Module 3	Curriculum, knowledge and learning	The role of powerful disciplinary knowledge
Module 4	Learning through practice / questioning	Collaborative learning
Module 5	Understanding the role of key professionals in helping to meet the needs of all learners	Effective use of adaptive teaching
Module 6	Fundamental principles of effective assessment	Assessment and patterns of performance

ECTP Training Sessions – Year 2



		When	What	Focus
Autumn half term 1 Before October 1st	Module 7	Week 3	F2F cluster session	Developing and refining an inquiry focus
Autumn half term 2 Wk beg 9 th Nov	Module 8	Week 2	Conference F2f event 2.30-4.30 Choice of dates and venues	Why engage with practitioner inquiry? Sharing learning from module 7 inquiries Developing and refining the focus and scope of your module 8 inquiry Looking ahead to module 9
Spring half term 1 Wk 1/2 TBC	Module 9a	Week 1	F2F cluster session	Conducting an extended evaluative inquiry
Spring half term 2 Wk 1/2 TBC	Module 9b	Week 1	F2F cluster session	Understanding our data
Summer half term 1 Wk 6/7 TBC	Module 9c	Week 6	F2F cluster session	Mobilising new knowledge

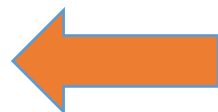
UCL Extend



★ ECT Programme Year 2

ECTP

0% complete



ECT materials for year 2



★ ECT Programme for Mentors

ECTP



Mentor training materials



★ UCL Early Career Teacher and Mentor Development Programmes

ECF Programme

100% complete



Legacy ECF materials for ECTs and mentors pre-Sept 2025



★ ECT Programme Home

ECTP



General information about ECTP



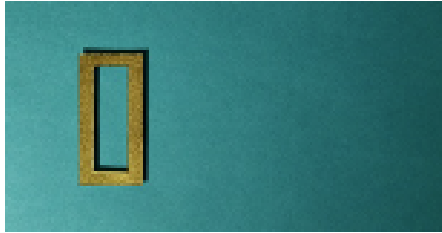
★ ECT Programme Year 1

ECTP



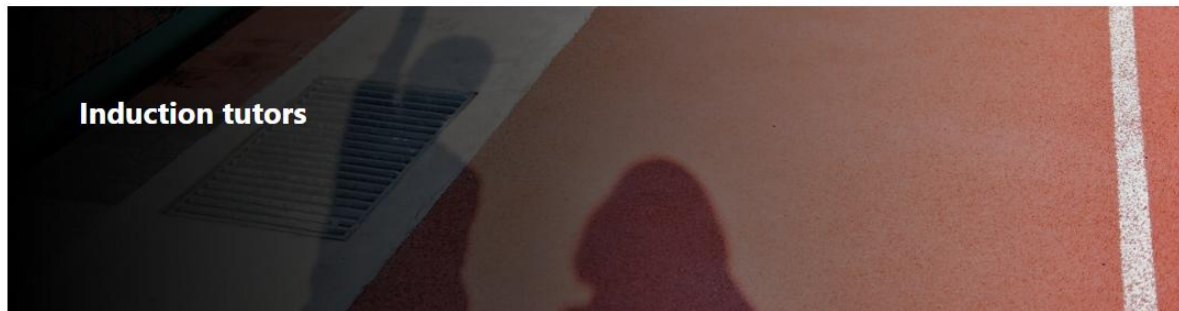
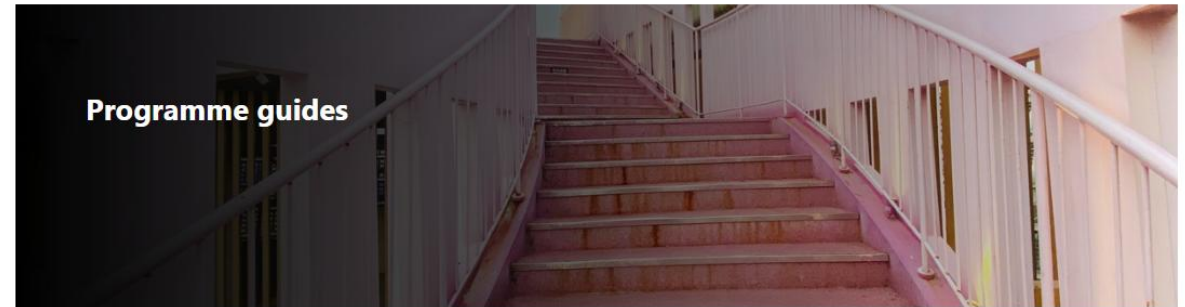
ECT materials for year 1

UCL Extend



★ ECT Programme Home
ECTP

In the “ECT Programme home” section, there are programme guides and also a dedicated area for induction tutors with information about the programme.

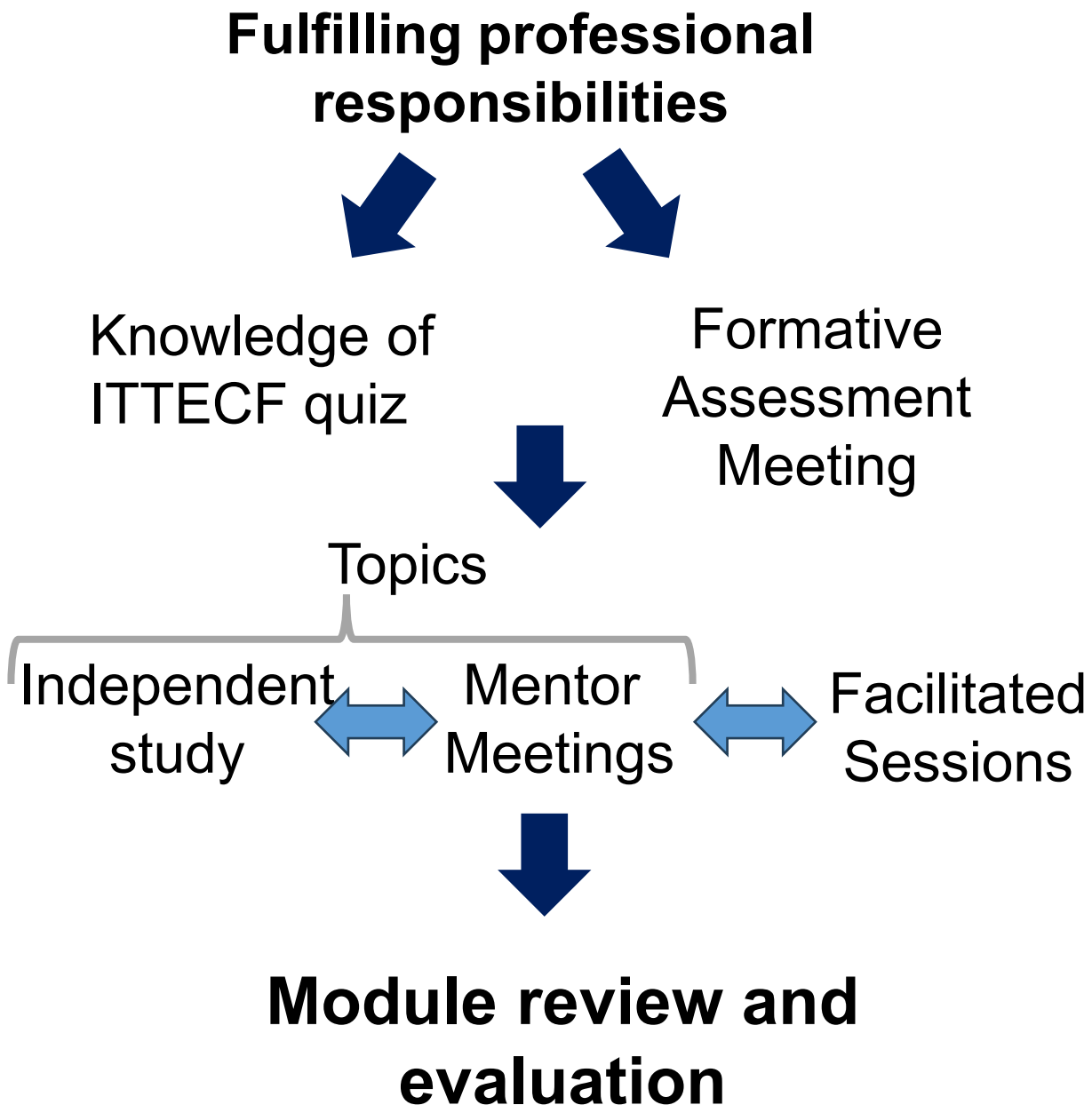


MODULE 1



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

Mentor Development: Fundamentals of Mentoring & Mentor Independent Study



Module 1 Independent Study & Mentor Meeting Topics

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

ECT & Mentor Welcome Conferences

Facilitated Session/LLC Topics

1. Effective professional development
2. Building professional relationships

Module formative assessment

- quiz



1. Module 1 knowledge quiz (10 mins)

Question 4

Not yet answered

Marked out of 1.0

 [Flag question](#)

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

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

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

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

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

The ITTECF states that:

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

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

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

Module formative assessment



Prepare

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

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

Bring to the meeting:

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

Agenda for the meeting

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

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

Module formative assessment



Review knowledge & practice (30 mins)

Step one: Review each topic

With your mentor, review your knowledge and practice against each of the module topics, one by one.

The module topics are listed further down this page. Beneath each topic heading is a summary of what is covered by the relevant ITTECF 'Learn that...' and 'Learn how to...' statements for the topic.

Working together, review your quiz results and indicators of practice against each topic in turn. Make notes in your reflection journal about:

- Areas of particular strength in relation to the topic, where you will need to focus less effort during the module.
- Areas of greater need in relation to the topic, where you will need to engage in greater depth during the module.

Notes are for your own use. They will help you to plan how you will engage with learning content for each of the module topics.

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

Topic 3: Engaging with parents, carers and families

(Quiz questions 5 and 6)

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

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

Topic 4: Working effectively with colleagues

(Quiz questions 5 and 6)

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

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

Topic 5: Establishing the learning environment

(No quiz questions match this topic)

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

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

Module formative assessment



Set area of focus (5 mins)

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

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

For example

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

Tailor your approach (5 mins)

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

For example:

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

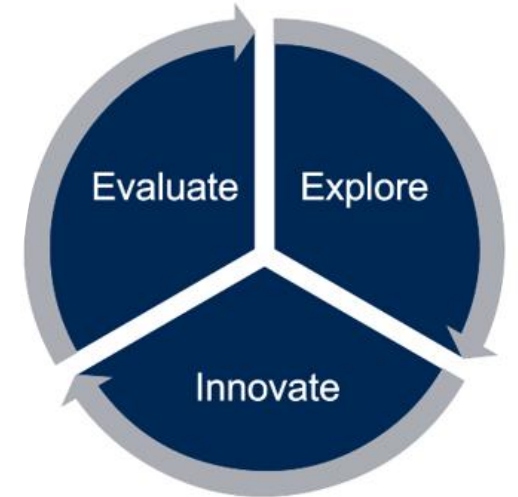
At the end of the meeting, the ECT and mentor should agree a **tailored approach** through the module.

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

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

Year 2 Practitioner Inquiry

- Formative assessment meeting – like Y1 but without the quiz
- 4 modules (M7-10)
- 3-phase inquiry
- Sequence of training sessions different
- M7 and M8 ‘Explore’ only
- M9 whole cycle but split into 3 sections (9a, b, c)
- Illustrative case studies – not phase/subject specific but examples of a particular aspect of the practitioner inquiry process. And will be audio not text.
- Module 10 – mentor meetings can either focus on developing classroom practice or “emerging leadership”
- School visits in summer term



Formative assessment meeting and areas of focus



- Each module has 4 areas of focus
- These are taken from the ITTECF statements linked to the module content
- When choosing case studies, ECTs should choose one that links with their area of focus rather than their key stage or subject
- The case studies are to help scaffold the inquiry process

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

Mark as done

✓ Done

What does an independent study session look like?



Where are you
now?

Research Insight

Theory into
Practice _{x4}

Tailoring your
learning

Case Study_{x4}

Review

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



What does a mentor meeting look like?



Checking
in

Review
ECT
Learning

Exemplification

Extension

Review

Enabling good professional learning



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

Mentor Development Programme



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

Mentor Development Programme



Leading Early
Career Teacher
Development

2hrs

T1 & T2

Leading
Practitioner Inquiry

2hrs

T1 & T3

Non-standard induction – ECTs and mentors



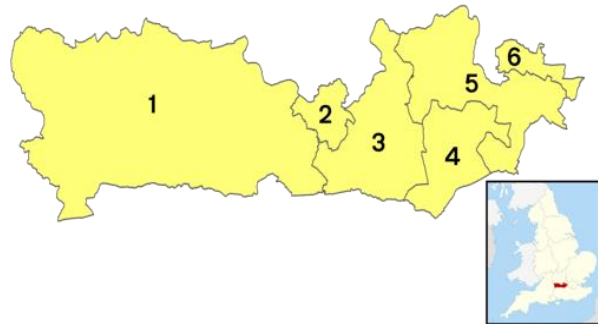
- Non-standard induction refers to ECTs who **did not start induction in September.**
- **Jan 2025** starters have one term of induction to do. They need to do **module 1 and 2 of the old programme.** They should do another long practitioner inquiry, like module 8. They should work through other elements of M1 and 2 with their mentor until December. They have no facilitated sessions to attend.
- **April 2025** starters continue into year 2 with their current cluster.
- **April 2026** starters – they will join the new year 1 cluster in September and start with module 1, and work through the programme as normal.
- **Mentors who started the programme in January 2026** will need to attend the afternoon session on the September training day.

Part time ECTs

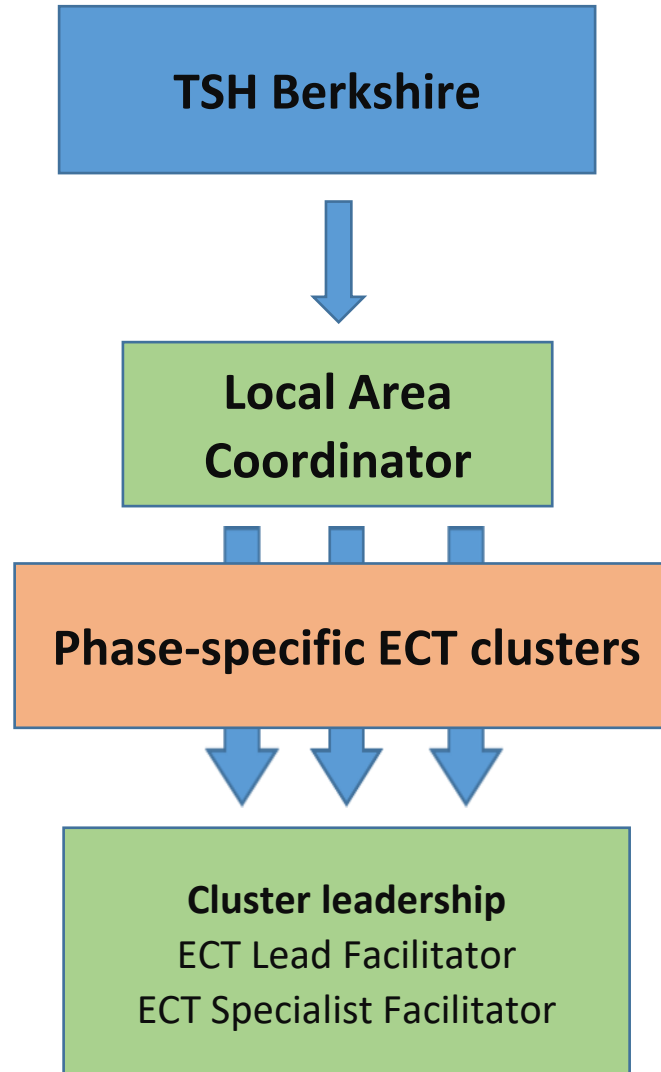


- Part –time ECTs can approach the programme in two ways:
 - Part-time ECTs **may take longer to complete each module** due to their working pattern. In this case the ECTs may need to watch recordings on Extend, rather than attend live sessions.
 - ECTs working part-time can **follow the programme at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

TSH Berkshire Delivery Model



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



TSH Berkshire Local Cluster Contacts



Local Authority Area	Local Area Coordinator
Slough	Stacy Mason StacyMason@lgs.slough.sch.uk
Reading (secondary)	Rob Buck R.Buck@maidenerlegitrust.org
Windsor and Maidenhead	Aoife Noctor anoctor@sterf.org.uk
West Berks (primary)	Karen McDowell KMcDowell@thedownsschool.org
West Berks (secondary)	Kathy Hersh Khersh@stbarts.co.uk
Wokingham, Reading, Bracknell Forest (primary)	Alex Powley DL@keysacademytrust.org
S7 Sixth Form Colleges group	Sharon Kemp Officer@s7colleges.com
Bracknell Forest (secondary)	Sam Johnson sjohnson@ranelagh.bonitas.org.uk

Next steps



- **Register your new ECTs and mentors** on the [DfE registration service](#)
- As part of the registration process, we need to **confirm the partnership** with UCL. Please look at our website [here](#) for more information.
- Check that you know when the **training sessions** are – contact your local area coordinator if you haven't had the schedule yet.
- Make sure any **new mentors who need to do the training** have signed up for their training sessions via this [link](#).

UCL updates re Extend enrolment

- UCL will start enrolling ECTs, Mentors, and Induction Tutors to the online courses for 2026 ECTP Extend from **mid/late-August** onwards.
- **Do not attempt to create your own UCL Extend account.** This may cause a delay to your enrolment.
- UCL will create ECT/mentor usernames for Extend **using the email address entered by the school's Induction Tutor** on the DFE portal.
- UCL Extend **instructions and welcome comms** will be sent to ECTs/mentors email address entered by school Induction Tutors on the DFE portal once they have been enrolled to the online UCL ECTP.
- **Check junk email folders** for emails from Extend.

Useful DfE links

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

Contact Details



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