TSH Berkshire induction for non-standard participants and mid-year joiners 2026-27

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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:

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
- Register ECTs and mentors on the DfE portal

- Statutory 2-year induction period
- Entitlements including timetable reduction and regular mentor support
- Regular progress reviews
- Formal assessment against the Teachers' Standards
- This is overseen by the Appropriate Body, not the ECT training provider

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 Modules 2026-27

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

	Year 1 ECTP modules 2026-27	Year 2 ECTP modules 2026-27
Autumn half term 1	Module 1	Module 7
Autumn half term 2	Module 2	Module 8
Spring half term 1	Module 3	Module 9a
Spring half term 2	Module 4	Module 9b
Summer half term 1	Module 5	Module 9c
Summer half term 2	Module 6	Module 10

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 starts induction in **January, they will slot into an existing cluster** and continue from 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. If an ECT starts induction in the summer term, they will do the UCL **Summer Starter Programme** which is a bespoke programme of activities for the summer term, and then they will start the programme from module 1 with the new cohort in September.

ECTs who **started the old ECF programme pre-Sept 2025** will have to continue with the self-study from the old programme but will attend training sessions with their peers. 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. **There may be some variation for ECTs who start in January 2027.** The table shows the path as outlined in the UCL non-standard induction policy, but it may be possible for ECTs who start in January 2027 to continue with their cluster and do modules 7 and 8 in the Autumn term. They would then complete modules 1 and 2 in their final term of induction. This will be confirmed later this academic year.

Modules 1-6 have more content hours as they are designed to be completed in the first year of induction, when an ECT has 10% timetable reduction. This means that **an ECT working on modules 6-9 but who is technically still in their first year of induction, should also complete some of the activities from the corresponding year 1 modules**, to make up the required programme hours for that year of induction, pending UCL approval.

The way the modules correspond in terms of content is below:

Year 2 module	Year 1 module
Module 7	Module 2
Module 8	Module 3
Module 9a Module 9b Module 9c	Module 4 Module 5 Module 6
Module 10	Module 1

January/April Starters as per UCL Non-Standard Induction Policy

	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 9a ECTP	Module 9a ECTP	Module 3 ECTP	Module 3 ECTP	
Spring 2027 HT2		Module 9b ECTP	Module 9b ECTP	Module 4 ECTP	Module 4 ECTP	
Summer 2027 HT1			Module 9c 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 9a ECTP	Module 9a ECTP	Module 3 ECTP
Spring 2028 HT2				Module 9b ECTP	Module 9b ECTP	Module 4 ECTP
Summer 2028 HT1					Module 9c 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 9a ECTP
Spring 2029 HT2						Module 9b 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

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 2027

	Statutory induction	Training programme modules
Spring term 2027	Term 1	Module 3 and 4
Summer term 2027	Term 2	Module 5 and 6
Autumn term 2027	Term 3 (end of year 1 report)	Module 1 and 2
Spring term 2028	Term 4	Module 9a and 9b
Summer term 2028	Term 5	Module 9s and 10
Autumn term 2028	Term 6	Module 7 and 8

In this case, the ECT should have all their year 1 entitlements, including 10% timetable reduction until December 2027, when the induction tutor will write the end of year 1 report. This involves the ECT changing the training cluster for live sessions but means that they complete all the year 1 modules during the first year of statutory induction, when they have their 10% timetable reduction (the year 1 modules have more content hours than year 2 modules).

Example 2

ECT taking a break part way through induction.

In the scenario below, the ECT starts induction in the Autumn term 2026, but leaves the school at the end of term in December and then takes a term out of teaching in the Spring 2027, before starting in a new school in the Summer term 2027. Their path through the programme might look like this:

	Statutory induction	Training programme modules
Autumn term 2026	Term 1	Module 1 and 2
Spring term 2027	Not in school	
Summer term 2027	Term 2	Module 5 and 6
Autumn term 2027	Term 3 (end of year 1 report)	Module 7 and 8
Spring term 2028	Term 4	Module 9a and 9b
Summer term 2028	Term 5	Module 9c and 10
Autumn term 2028	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 2027. The induction tutor would write a progress review for them at the end of the summer term 2027, and then their end of year 1 report in December 2027.

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.

If an ECT chooses to work through the modules at a slower pace, their engagement in the programme may look like one of the patterns below, spread over 3 years.

Three year schedule			
Term of induction	**September start**	**January start**	**April start**
1	Year 1 welcome event and Module 1	Year 1 welcome event and Module 3	Year 1 welcome event and Module 6
2	Module 3	Module 5	Module 1
3	Module 5	Module 2	Module 3
4	Module 2	Module 4	Module 5
5	Module 4	Module 6	Module 2
6	Module 6	Year 2 welcome event and Module 1	Module 4
7	Year 2 welcome event and Module 7 or 8	Module 7 or 8	Year 2 welcome event and Module 10
8	Module 9	Module 9	Module 7 or 87 or 8
9	Module 10	Module 10	Module 9

Obviously, if an ECT completes statutory induction in two years, they would simply stop engaging in the ECTP at the point at which they complete induction.

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).

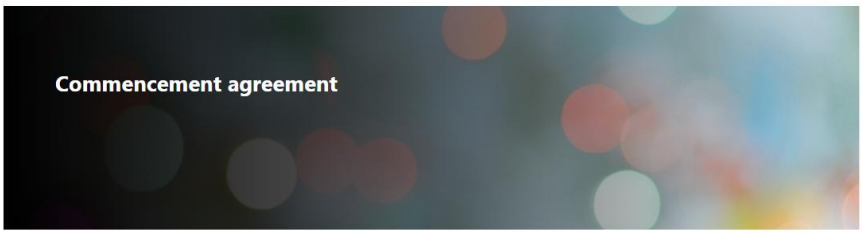
The **first time you log onto Extend**, you will need to complete the **"Commencement Agreement"** before you can access any of the materials. On your main Extend dashboard click on the "ECT programme home" tile - see below:



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:



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.

Welcome Conference Materials – Year 1 ECTs

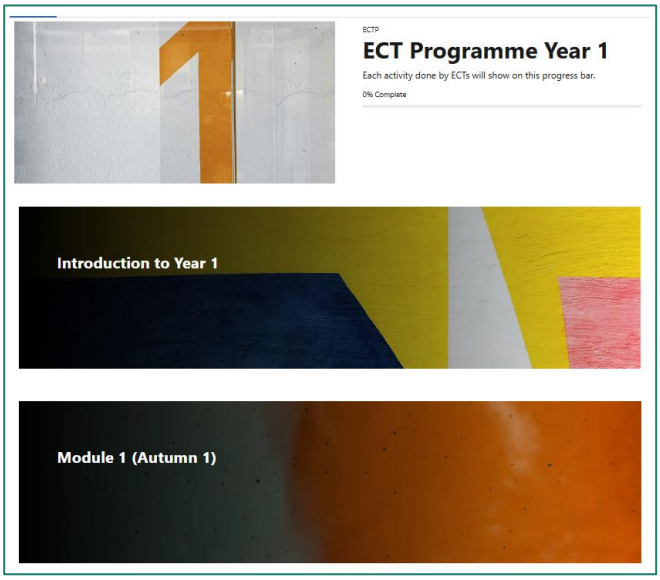
Before you start the module materials, please watch the **Welcome Conference recordings** on Extend,

1. Log into UCL Extend here

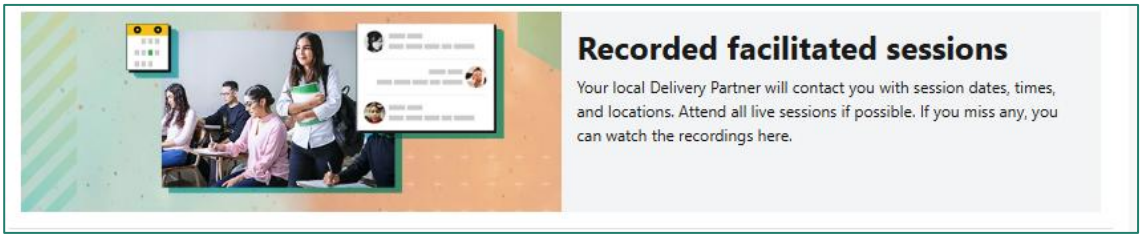
2. Click on the ECTP Year 1 programme:



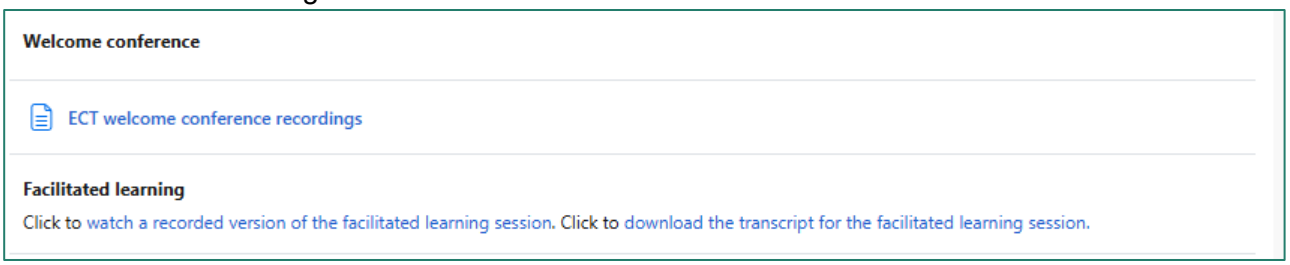
3. Then click on "Module 1"



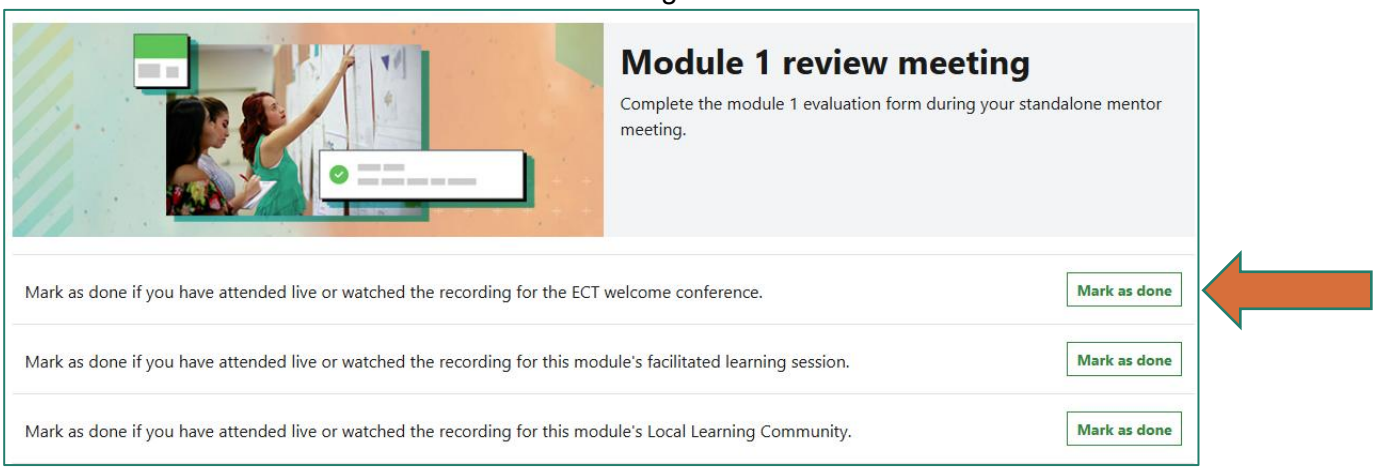
4. Scroll down to the section headed "recorded facilitated sessions"



5. You need to **watch the first recording** – the "ECT welcome conference". Ignore the recording of the facilitated learning session.

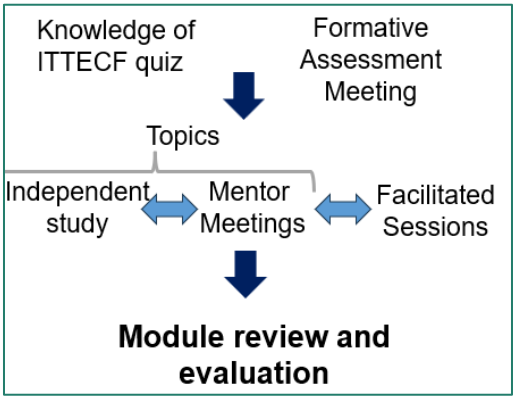


6. Then scroll down to the section under the "module 1 review meeting". Ignore that but **tick on "mark as done"** next to the statement about having watched the welcome conference.



Working through the modules – Year 1 ECTs

ECTs will work through each module in the following way:



1. 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.
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 **– 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 suggested 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 on Extend in the Guides section on the Programme Home tab here.

ECTs should also look at the "About Year 2" section on Extend.



Working through the modules – Year 2 ECTs

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. ECTs may choose to link their practitioner inquiry to a target set on the end of term reports, or an area that the would like to evidence for their statutory induction, but this is not compulsory.

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 – please check with your induction tutor for the dates.

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.

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 **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. 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 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 2 hour session at the start of a half term, or a 90 minute session with 30 minutes of pre-session activities, and a one hour session at the end of each half term.
    - **ECT Year 2** – one 2 hour session each half term or a 90 minute session, with 30 minutes or pre-session activities). There are no training sessions in the second half of the summer term, but ECTs are expected to carry out **2 school visits**.
    - **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

- There is **independent study** to do each half term, for mentors and ECTs – this is accessed via 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 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.**
- If there are any **issues logging onto Extend**, or finding materials, please contact Sue Watson.

Mentor Training Programme 2026-27

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



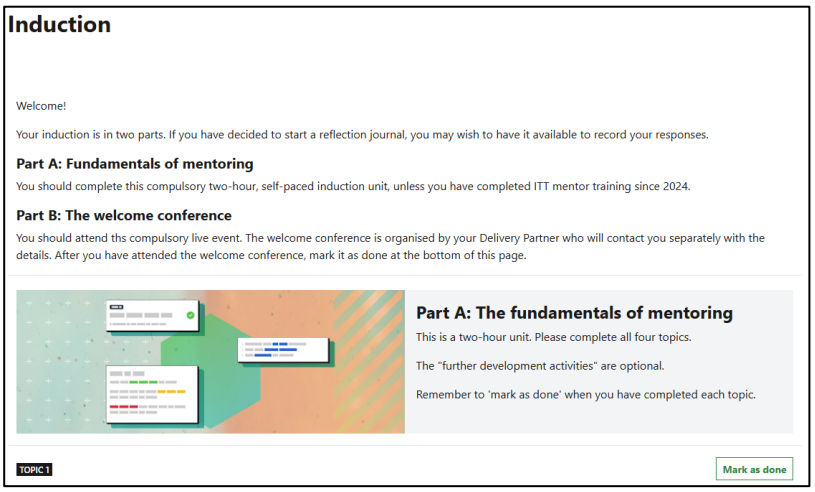
There are **3 elements** to the mentor training:

1. Fundamentals of mentoring workbook (If you have done the 20 hours of UCL ITT mentor training since 2024 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:





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 order you do these sessions in depends on whether you are mentoring an ECT in year 1 or year 2 of the programme.

	Mentoring Year 1 ECT	**Mentoring Year 2 ECT**
Welcome Conference	Online Jan 7th 4.00-5.30 Register via this link	Online Jan 7th 4.00-5.30 Register via this link
Local Learning Community 1 – Leading Early Career Teacher Development	F2f session 2.00-5.00 Choice of dates and venues Jan 26th Windsor racecourse Jan 28th St Bartholomew's school Sign up via this link	You will do this session in September with the new cohort of mentors. Details to follow in the summer term
Local Learning Community 2 – Leading Practitioner Inquiry	F2f session 2.00-5.00 Choice of dates and venues May 18th Shaw House, Newbury May 19th Windsor racecourse May 20th Sindlesham Court, Wokingham To sign up use link above Mentors could also choose to do this session with the new cohort of mentors in September – dates to follow in the summer term.	Online session January 12th 4.00-5.30 Sign up via this link

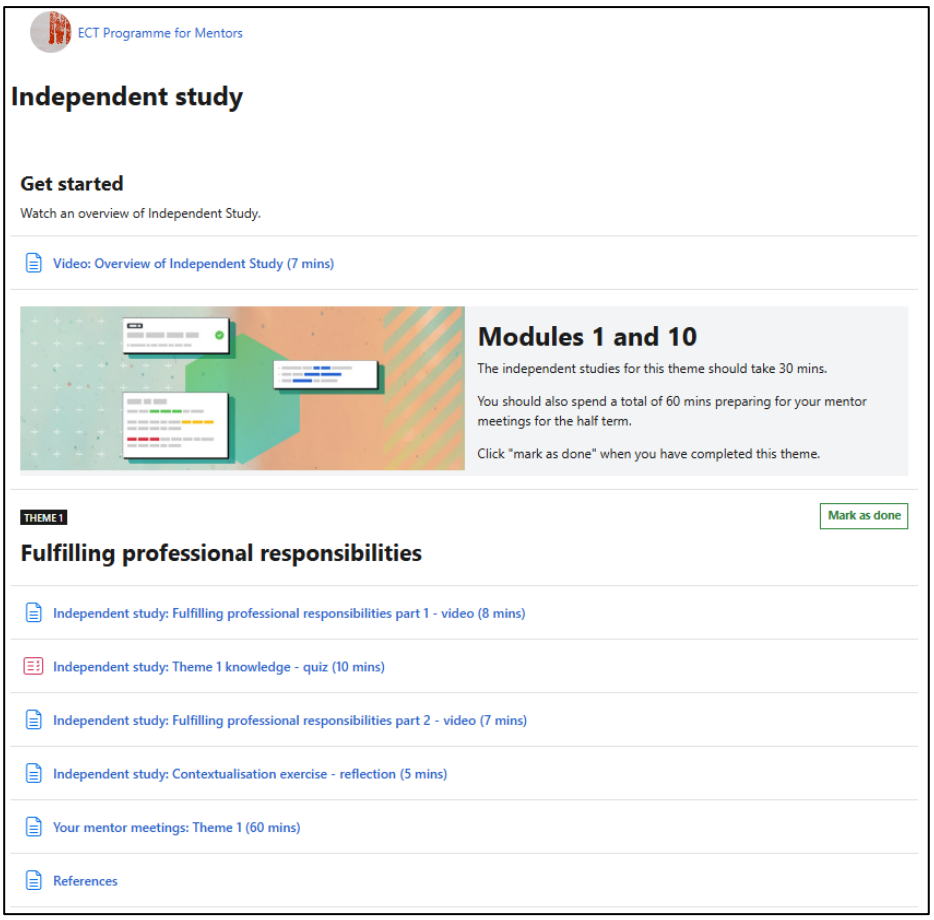
Independent study

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.



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 2026-27

Area	Name	School	email
Slough	Stacy Mason	Langley Grammar	StacyMason@lgs.slough.sch.uk
RBWM	Aoife Noctor	St Edward's	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	Khersh@stbarts.co.uk
S7 Sixth Form Colleges Group	Sharon Kemp	S7	Contact Sharon Kemp in first instance: Officer@s7colleges.com
Bracknell Forest secondary			Contact your school induction tutor