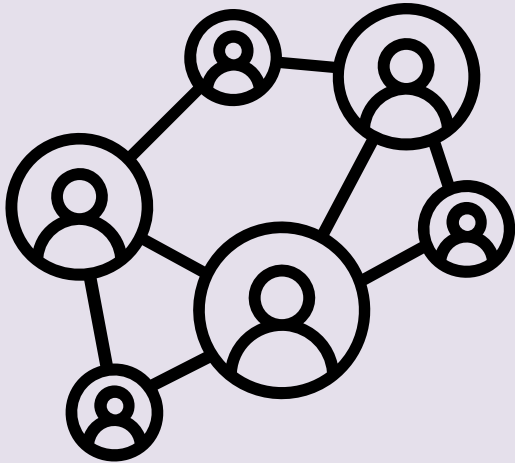


ELTSH Early Career Teacher programme

4:15 pm ECTP

- Summer starter programme
- RECT Service
- Key activities this half-term
- Resources to support Induction Tutors



In the chat

- 1) What questions do you have about the ITTECF or your role?
- 2) What are you finding most challenging about being an IT
- 3) Your top tips for other ITs...



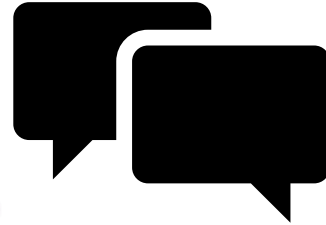
Welcome



Collegiality



Inclusion



Transparency



*Connecting
Hackney and
Tower Hamlets
Schools*



**Emma Burton, ELTSH ECT & AB
Strategic Lead**





Connecting
Hackney and
Tower Hamlets
Schools

Induction Tutor

ITT-Early Career Framework

A professional development
ENTITLEMENT

e.g. Provider-led programme- UCL ELTSH
ecf@eastlondontsh.org

ECT Assessment

Progress **assessed** against the Teachers'
Standards.

Appropriate Body- ELTSH
ab@eastlonsontsh.org

AB monitors progress against Teachers' Standards
and makes final decision, following Head's
recommendation, whether TS' have been met

Summer IT Drop-in
Wednesday 10th June 4-5.30pm

April Starters – UCL Summer Starter Programme

- Summer Starter Programme **before joining the main programme in the Autumn.**
- [Summer starter programme](#)
- During the summer term, ECTs will:
 - Attend ELTSH welcome conference (and watch UCL the recordings)
 - Complete three short independent study tasks
 - Conduct two school visits within their setting
 - Meet weekly with their mentor
 - Complete a short module evaluation
- (Live session 21.09.26) Click to view [recordings of the ECT welcome conference](#).



All ▾

Search

Sort by course name ▾



★ UCL Early Career Teacher and Mentor Development Programmes
ECF Programme
100% complete



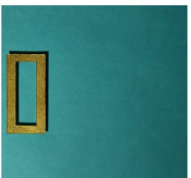
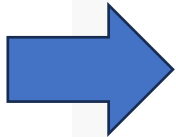
Year 2 ECTs and their mentors



ECT Programme for Mentors
ECTP



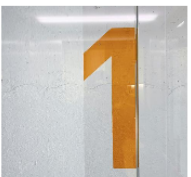
ECT Programme for 2025 mentors
(one year programme)



ECT Programme Home
ECTP



ECT Programme
Programme Guides
Induction Tutor guidance



ECT Programme Year 1
ECTP



ECT Programme- Year 1 ECTs



Summer starter programme



<https://extend.ucl.ac.uk/course/section.php?id=27696>



April Starters – UCL Summer Starter Programme

Tutors are encouraged to:

- Agree a bespoke mentoring plan for the Summer Term
 - Prioritise contextual induction and wellbeing
 - Align mentoring with the ECT's immediate classroom needs
 - Support the planning and reflection associated with school visits
-
- Summer-starting ECTs engaging fully with the programme at a full-time rate over two years will finish at the end of module 9b.
 - They have access to programme materials for modules 9c and 10 via UCL Extend and can choose to engage with this at any time.
 - Detailed guide [here](#).

New service 'Register early career teachers' (RECT)

There have been changes to the way schools register and manage ECTs and mentors online with the DfE.

You can now access the [register early career teachers](#) service, if needed.

You do not need to take any action immediately unless:

- there are any new ECTs or mentors at your school
- you have any updates to existing ECTs or mentors, e.g. they have left the school

When you do need to use the new service, you will need to have an account with [DfE Sign-in](#). DfE Sign-in is a single sign-on service that provides access to DfE services. Your school might already use it for other DfE services.

Make sure to get set up with DfE Sign in so you can promptly register any new ECTs or mentors when registration is open for the 2026 to 2027 academic year.

You can get help with [DfE Sign-in](#).

Demo RECT

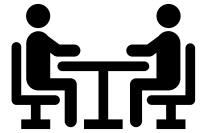
This demo will cover:

- A school registering a new ECT
- A school assigning a mentor to an ECT
- A school reporting that an ECT has left

[For full list of videos please go to this page.](#)



Communications- who and when?



ECT and mentor



Induction Tutor

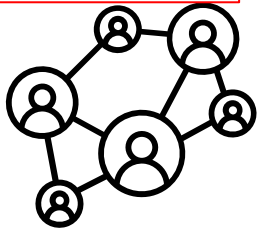


Local cluster
Local Partner
Facilitator



Institute of Education

Lead provider



East London Teaching
School Hub



Delivery partner

Connecting
Hackney and
Tower Hamlets
Schools



Guide for induction tutors

Book [More](#) ▾

Table of contents

Introduction

[FAQs and myth-busting](#)

[Leading the ECTP](#)

[Responsibilities](#)

[ECTP and statutory induction](#)

[Wellbeing](#)

[Quality assurance](#)

[Facilitated sessions](#)

[Mentor meetings](#)

[Independent study](#)

[Practitioner inquiry](#)

Introduction

Here is a handy set of introductions to the UCL ECT programme. You can get a brief overview, find out how the programme is structured, learn more about the benefits of following a UCL-led induction programme, and get more detail on your role and responsibilities. Induction Tutors should read this in conjunction with other pages in their section of the Programme Home. For ease, we often refer to the ECT and mentor programmes as simply the ECTP.

To begin, we recommend that you watch the two videos below. They will give you an understanding of the Initial Teacher Training and Early Career Framework (ITTECF) and the UCL ECTP. Please note that these videos were originally made for facilitators. While all of the content remains relevant, you will notice occasional references to the original audience.



Year One- new ECT Programme

M1

Fulfilling
Professional
Responsibilities

M2

**Enabling
Pupil
Learning**

M3

Engaging
Pupils in
Learning

M4

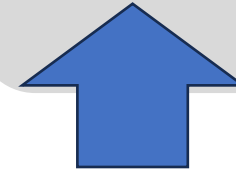
Developing
Quality
Pedagogy

M5

Meeting
Pupils'
Needs

M6

Making
Productive
Use of
Assessment



Year Two (new programme next year)

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

Module 5

Meeting Pupils Needs

[M5 7min
overview video](#)



Knowledge of
ITTECF quiz

Formative
Assessment
Meeting



Independent
study



Mentor
Meetings



Facilitated
Sessions

[Quick Link](#)



Reviewing Learning

Independent Study & Mentor Meeting Topics

- The nature and purpose of adaptive teaching.
- How pupils are likely to learn at different rates and to require different levels and types of support from teachers to succeed.
- How, to a large extent, high quality teaching for pupils with SEND is high quality teaching for all pupils.
- The adapted or additional support that pupils with SEND are likely to need.
- Strategies for understanding the learning needs of, and barriers to learning for, pupils with SEND.

Mark as done



Complete your formative assessment to help tailor your engagement with the ECTP. Complete steps 1, 2 and 3.



1. Module 5 knowledge quiz (10 mins)

Completion ▾



2. Module 5 Formative assessment meeting (50 mins)

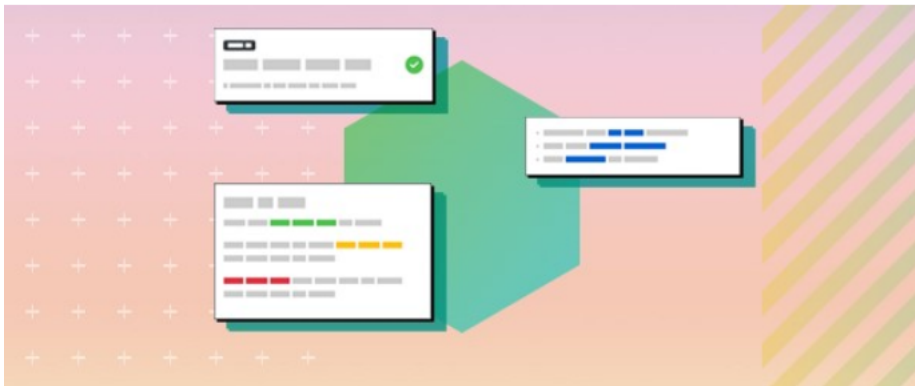
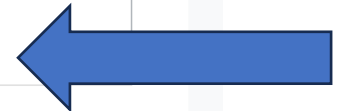
Completion ▾



3. Module 5 Rate your knowledge and practice

Students must

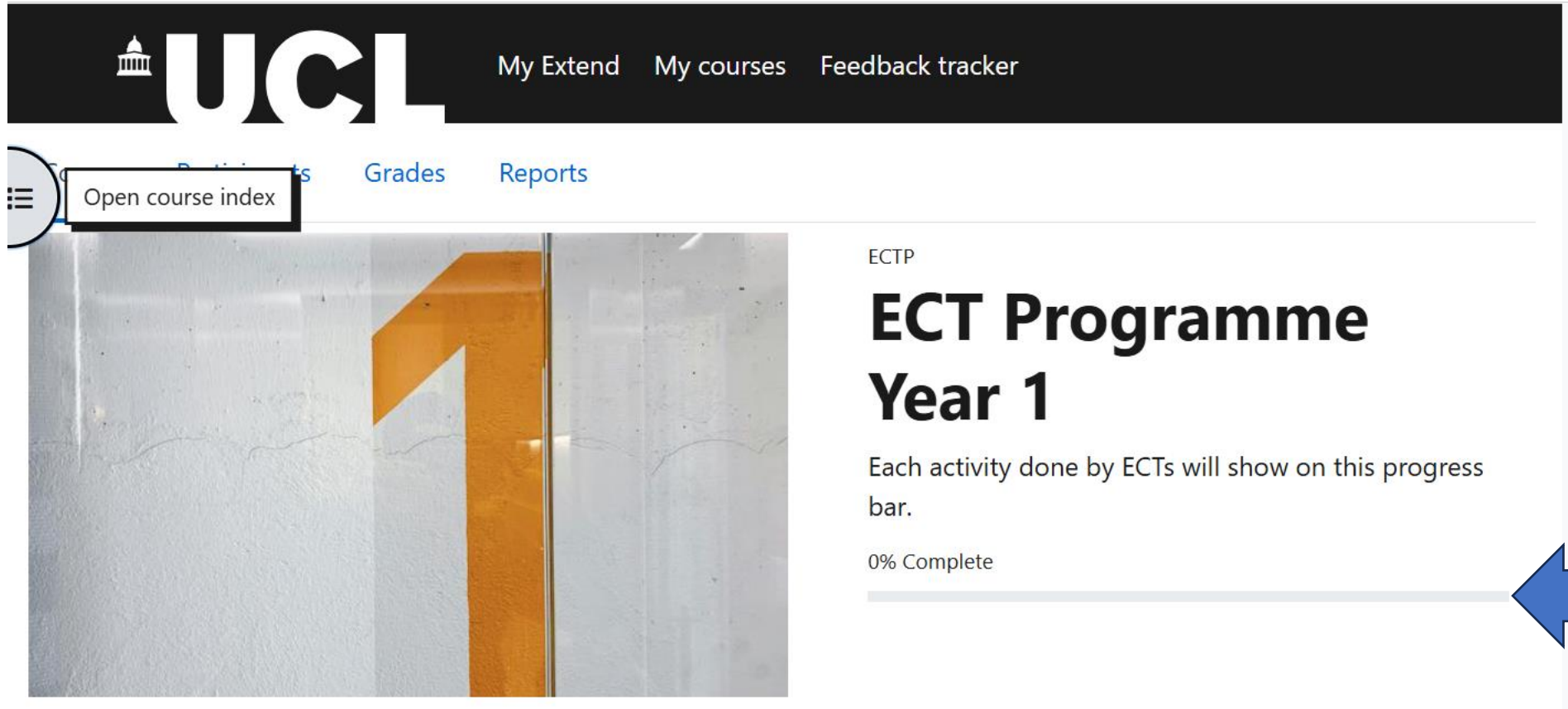
- Mark as done



Module 5 topics

Meeting pupils' needs

Progress bar tracking



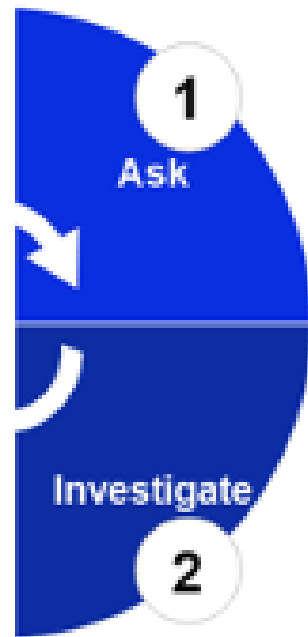
The screenshot shows the UCL website header with the logo and navigation links: "My Extend", "My courses", and "Feedback tracker". Below the header, there are tabs for "Open course index", "Grades", and "Reports". The main content area displays "ECTP" and "ECT Programme Year 1". Below this, it states "Each activity done by ECTs will show on this progress bar." and "0% Complete". A progress bar is shown at the bottom of this section, with a blue arrow pointing to it from the right.

This should be at least 71%

Module 8 continues...

Week Beginning	ECT and MENTOR SUMMER 1 OVERVIEW				
Summer Week 1 & 2 INNOVATE	<ul style="list-style-type: none">Consider the fuller range of emergent evidence that might be available and possible inferences from it <table border="1" data-bbox="820 429 1531 768"><tr><td data-bbox="820 429 1174 591">Deliberate (that evidence your mentee collected purposefully)</td><td data-bbox="1174 429 1531 591">Overheard (evidence your mentee chanced upon)</td></tr><tr><td data-bbox="820 591 1174 768">Unexpected (consequences the mentee did not anticipate)</td><td data-bbox="1174 591 1531 768">Counter (that which challenges the prevailing findings)</td></tr></table> <ul style="list-style-type: none">Update your inquiry claim for the final time	Deliberate (that evidence your mentee collected purposefully)	Overheard (evidence your mentee chanced upon)	Unexpected (consequences the mentee did not anticipate)	Counter (that which challenges the prevailing findings)
Deliberate (that evidence your mentee collected purposefully)	Overheard (evidence your mentee chanced upon)				
Unexpected (consequences the mentee did not anticipate)	Counter (that which challenges the prevailing findings)				
Summer Week 3 & 4 REFLECT	<ul style="list-style-type: none">Clarify what you have personally gained from the Module 8 inquiryDecide how you will present your findings during the next and final meeting of this module.				
Summer Week 5 & 6 REFLECT	<ul style="list-style-type: none">Present your findings from your Module 8 inquiry				





Modules 6 – ECF standards 1 and 7

Exploratory Inquiry: ASK & INVESTIGATE

Ends in a structured mentoring conversation

Modules 7 – ECF standards 2 and 3

Exploratory Inquiry: ASK & INVESTIGATE

Ends in a structured mentoring conversation



Module 8 – ECF standards 4, 5 and 6

Evaluative Inquiry: ASK, INVESTIGATE, INNOVATE, REFLECT

Ends in a simple presentation

Year 2 ECF Programme

<https://www.eastlondontsh.org/early-career-teachers/ecf-programme/#session>

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	2
Welcome Conference	ECT Session 8	ECT Session 9	ECT session 10	School visits	
ECT Session 7					

Module 8



Week	Journey through Practitioner Inquiry	Mentoring, self-directed study and professional learning cluster sessions	
10	Share tentative claims with mentor.	Mentor Meeting (1 hr) Revisit audit Modu8	
11	<i>Continue collecting evidence for your module 8 evaluative inquiry.</i>	<i>No sessions</i>	
SW1	Checking for negative consequences and counter-evidence for your inquiry.	Mentor Meeting (1 hr)	Mentor Self-Directed Study (2 hrs): addressing difficulties in the relationship
SW2	Consider the full range of emergent evidence .	Mentor Meeting (1 hr)	
SW3	Actively collect wider evidence , analyse impact of the inquiry on you .	ECT Self-Directed Study (1 hr)	
SW4	Share impact of inquiry on you with your mentor.	Mentor Meeting (1 hr)	
SW5	Prepare your inquiry presentation, e.g., blog, poster, talking to staff.	<i>No session</i>	
SW6	Inquiry presentation . Finish M8 with the End of Module Completion Form	Mentor Meeting (1 hr)	Module 8 End of Module Completion Form



If you would like to talk about your practitioner inquiry journey on our [ECF Staffroom](#) podcast, please [get in touch](#).

Summary Module Guide

Module 9: Fulfilling professional responsibilities

Module 9 of the ECF addresses ECF Statements 8: Fulfill wider professional responsibilities. This is an opportunity for the ECT and their mentor to reflect on the skills that the ECT has developed across the first two years of their teaching career and to explore how their professional role may evolve as their career develops. ECTs do not do a

practitioner inquiry in this module. They do carry out 2 school visits, in lieu of a session in their professional learning cluster. There is much more guidance on the school visits in the Programme Handbook.

Week	Themes of the week	Mentoring, self-directed study and professional learning cluster sessions		
1	Managing professional development	Mentor Meeting (1 hr)	School Visit (1) ECT visits an alternative setting – see Handbook for details	Mentor Self-Directed Study (2 hrs): Educative mentoring and ending the mentoring relationship
2	Managing effective working relationships	Mentor Meeting (1 hr)		
3	Managing workload and wellbeing	Mentor Meeting (1 hr)	Mentor Online Learning Community (1 hr): <i>How well did I do? Looking back over 2 years</i>	
4	Planning for year 3	Mentor Meeting (1 hr)	School Visit (1) ECT visits an alternative setting – see Handbook for details	
5	No sessions			
6	End of Module 9 Completion Programme End			End of Module 9 Completion Questionnaire

Which mentor programme are you following?

New mentors- new programme- one year, 20 hours

Mentors who are continuing the programme- ECF programme- two years, 36 hours.

e.g. 3 online twilights in Year 2

A quick directory to ECTP mentor programme catch-up activities

- ❑ Fundamentals of Mentoring (UCL Extend/ ECT Programme for Mentors/ Induction/ Fundamentals of Mentoring)
- ❑ Welcome session (UCL Extend/ ECT Programme for Mentors/ Induction/Welcome Conference recordings- *at the bottom of page*)
- ❑ LLG 1 (Leading ECT development) Recordings (UCL Extend/ ECT Programme for Mentors/Local Learning Communities- catch up on Live Events)
- ❑ LLG 2 (Leading practitioner inquiry) Recording (UCL Extend/ ECT Programme for Mentors/Local Learning Communities- catch up on Live Events)
- ❑ Independent Study- Module 1 and 10 (UCL Extend/ ECT Programme for Mentors/Independent Study/ Module 1 and 10)
- ❑ Independent Study –Module 2/7 (UCL Extend/ ECT Programme for Mentors/Independent Study/ Module 2 and 7)
- ❑ Independent Study- Module 3/8 (UCL Extend/ ECT Programme for Mentors/Independent Study/ Module 3 and 8)
- ❑ Independent Study-Module 4/9 (UCL Extend/ ECT Programme for Mentors/Independent Study/ Module 4 and 9)

Mentor Development Programme

<https://www.eastlondontsh.org/early-career-teachers/ecf-programme/#session>

•	•Autumn 1	•Autumn 2	•Spring 1	•Spring 2	•Summer 1	•Summer 2
2025 ECTP mentors	<ul style="list-style-type: none"> •Mentor Welcome Conference and LLC1 / LLC2 •3hrs 	<ul style="list-style-type: none"> •Mentor Collaborative Study M2 (independent study units)- Tuesday 9th December 4 -4:30 pm 	<ul style="list-style-type: none"> •Local Learning Community •2hrs 	<ul style="list-style-type: none"> •Mentor Collaborative Study M4 (independent study units) 	<ul style="list-style-type: none"> •Mentor Collaborative Study •28.04.26 M5 (independent study units) 	<ul style="list-style-type: none"> •Mentor Collaborative Study •09.06.26 M6 (independent study units)

Mentor Development Programme

Legacy (two year) mentor development programme

• Autumn 1	• Autumn 2	• Spring 1	• Spring 2	• Summer 1	• Summer 2
<ul style="list-style-type: none"> Secondary - 1/2 day conference (Induction conference + OLC + self-study) Primary: OLC 	<ul style="list-style-type: none"> Online collaborative self-study/ Self-directed study 	OLC 21st/22nd/23rd Jan	<ul style="list-style-type: none"> Online collaborative self-study/ Self-directed study 11.03.26 	<ul style="list-style-type: none"> Online collaborative self-study/ Self-directed study 20.05.26 	<ul style="list-style-type: none"> Self-directed study + OLC in June 16/17/18 June 2026

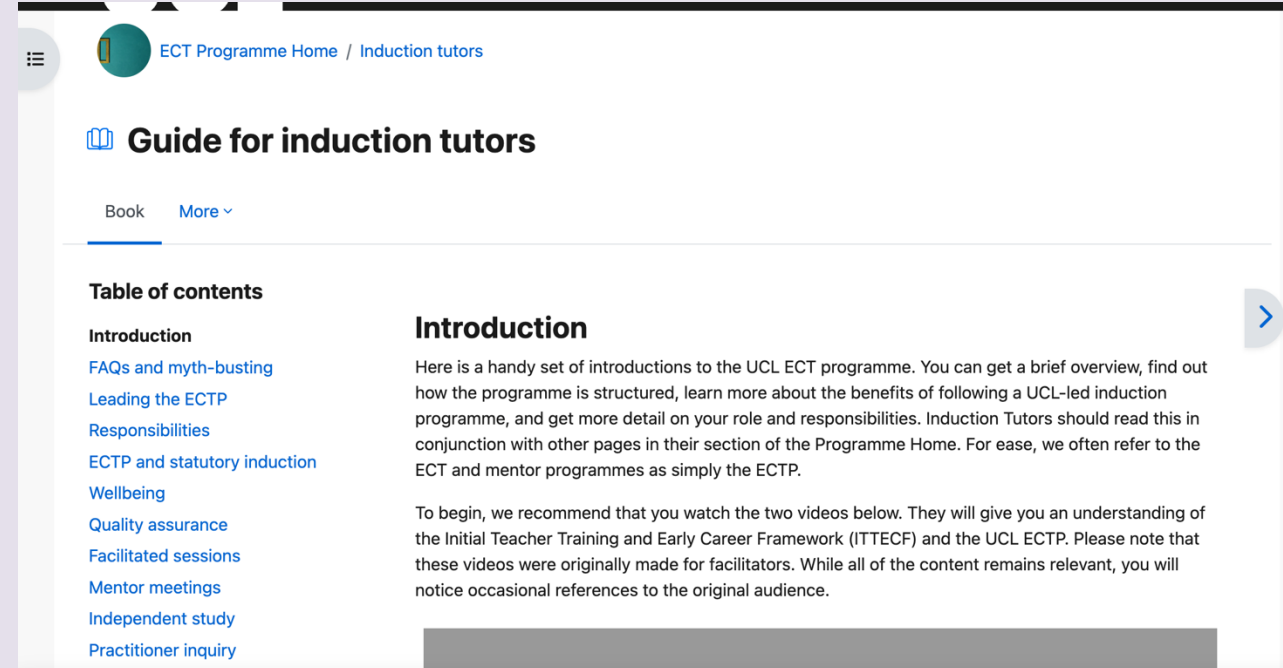
Mentor Funding

- Back-filled mentor funding for schools is based on engagement in the programme. It is there to release mentors to do their self-study and attend live sessions.
- It will only be paid if there is evidence that mentors have engaged with the programme.
- Year 1 Mentors (ECTP programme) = £876.13 (Paid Nov/ Dec 2026)
- Year 2 Mentors (ECF programme) £1048 (paid end of Year 2)
- (A further payment is made to cover 5% ECT timetable reduction and mentoring in Year 2 . £2,200)
- More information in our FAQ [here](#).

ELTSH Early Career Teacher programme

Resources to support Induction Tutors from ELTSH

- [A summary of guidance for Induction Tutors](#)
- [Induction Tutor resources](#)
- [Frequently Asked Questions](#)



ECT Programme Home / Induction tutors

Guide for induction tutors

Book More ▾

Table of contents

- Introduction
- [FAQs and myth-busting](#)
- [Leading the ECTP](#)
- [Responsibilities](#)
- [ECTP and statutory induction](#)
- [Wellbeing](#)
- [Quality assurance](#)
- [Facilitated sessions](#)
- [Mentor meetings](#)
- [Independent study](#)
- [Practitioner inquiry](#)

Introduction

Here is a handy set of introductions to the UCL ECT programme. You can get a brief overview, find out how the programme is structured, learn more about the benefits of following a UCL-led induction programme, and get more detail on your role and responsibilities. Induction Tutors should read this in conjunction with other pages in their section of the Programme Home. For ease, we often refer to the ECT and mentor programmes as simply the ECTP.

To begin, we recommend that you watch the two videos below. They will give you an understanding of the Initial Teacher Training and Early Career Framework (ITTECF) and the UCL ECTP. Please note that these videos were originally made for facilitators. While all of the content remains relevant, you will notice occasional references to the original audience.

Next steps

1. Support your ECTs and mentors to engage with any missed learning
 - -watch recorded sessions
 - – ‘mark as done’ on Extend
2. Double check mentors have engaged with Independent Study/ Self-directed study and Fundamentals of Mentoring on Extend – use catch-up directory as needed
3. Encourage them to complete Module Evaluation Forms/ Impact review on Extend
4. Check that any April starters are registered with Appropriate Body and DfE service.
5. Support ECTs and mentors to prepare to attend sessions next half-term (Is cover required?)



Connecting
Hackney and
Tower Hamlets
Schools

ECTP

ECT Programme Year 1

Each activity done by ECTs will show on this progress bar.

0% Complete



Learning teaching: Why mindset matters and what this means for mentors | The Staffroom: S06E02

Tessa Blair tells us how mentors can support the development of positive orientations to learning.



Listen to the [Podcast](#)

Would you like to join the staffroom conversation?

Questions



Summer IT Drop-in
Wednesday 10th June 4-5.30pm