



Inspire
Learning
TSH NW

Cohort 5 ECT

(Summer Term Starters)

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Introduction

This document is designed to provide you with important information about the requirements of your ECTE programme and the times and dates of any training sessions you are required to attend.

| Learning Platform for ECTE Programme | Link |
|--------------------------------------|--|
| UCLeXtend | https://extend.ucl.ac.uk/login/ If you have any access issues please contact ecf@inspirelearningtsh.co.uk |

In Year 1 ECT's should have an assigned mentor and your school Induction tutor should ensure you and your mentor have a dedicated time to meet each week. As an ECT UCL will monitor your engagement on your UCLeXtend platform throughout the two-year training programme. The ECTE is founded on the [ITTECF](#). It therefore consolidates learning from ITT, allowing you and your mentor to tailor a programme that suits your own developmental needs.

You don't all start in the same place. There are different routes into teaching and experiences of ITT. You might be working part-time or full time. With this programme you will consolidate your previous learning without spending time repeating what you are already very secure with. We recognise that starting out in teaching is challenging in itself with the many curriculum areas to master, various school events and building relationships with your new colleagues and pupils, therefore ensuring you get the most from your training programme is UCL's and Inspire Learning TSH's number one priority.

Each module starts with a **Module Formative Assessment (MFA)**. Firstly, you have a multiple choice quiz on your knowledge of the framework. This takes around 10 minutes to complete on your UCLeXtend platform. After the quiz, your first meeting with your mentor at the start of each half term in year 1 will be your **formative assessment meeting (FAM)** where your mentor will discuss with you how strong your practice is in the areas covered in the module. You will bring some evidence to that meeting, for example, some planning and marking you have done to highlight your experience. During that meeting you will decide with your mentor whether you are emerging, embedding or excelling in relation to the topics in the module and you will set yourself a learning goal that you can review with your mentor at the end of the module.

Summer Starter Guidance

ECTs beginning induction in the summer term of any given year are advised to follow this learning sequence:

- 1. Summer term:** follow the Summer Starter Programme, which consists of elements from modules 1 and 10, as well as a bespoke programme of mentor meetings
- 2. Autumn term:** begin module 1 and work through the remainder of the programme in step with the September-starting 'standard' ECTs. This sequence of learning allows ECTs to be assigned a cluster by their Delivery Partner and attend facilitated learning for the majority of the programme. The Summer Starter-specific materials will be available in a distinct section on your UCLeXtend Platform under 'Programme Home' from 27 March 2026. However, we are asking that ECTs and mentors do not begin engaging with the Summer Starter Programme until after the Easter holiday.

ECTs starting before the Easter break

ECTs should:

- Activate their UCL Extend account
- Complete the commencement agreement
- Familiarise themselves with the platform

Summer Term

At the start of the summer term after the Easter break ECTs should:

- Activate their UCL Extend account and complete the commencement agreement if they have not already done so.
- Access the Summer Starter-specific materials under 'Programme Home' on their UCLeXtend platform.
- Attend a welcome meeting (details and sign up link below)
- Complete three short independent study tasks
- Conduct two school visits within their setting
- Meet weekly with their mentor
- Complete a short module evaluation

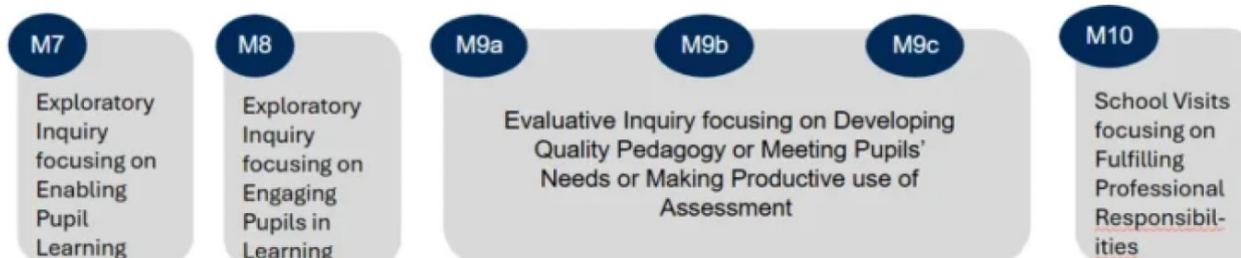
Transition into the Autumn Term In September you will

- Join a cluster of September-starting ECTs in the Autumn term and be sent a welcome email with the dates, times and venue of your cluster group sessions.
- Begin Module 1 alongside September starters.
- Then move through the main programme sequence with the rest of the cohort. The Summer Starter Programme is a carefully designed transition into the full programme. If Summer-starting ECTs continue to engage with the programme at a full-time rate over two years, they will finish at the end of module 9b.

Year One



Year Two



Your progress on the Early Career Teacher Programme (ECTP) is not assessed, however, your engagement is monitored by UCL and the DfE, therefore it is vital that you **‘mark as done’** when you complete any activities on your platform. This includes when mentor meetings have taken place. When you see **‘To Do’** this highlights a compulsory element for the course that you must complete such as the **module evaluation forms** at the end of each module. You must also ensure you attend your **facilitated sessions** in your cluster group. In year 1 you have **six 2-hour face to face sessions and six 1-hour online sessions (2-hour session followed by a 1-hour session every half term).**

ECT Welcome Meeting

Summer term starter ECTs and Mentors are invited to attend a welcome meeting at the start of the summer term. This will provide you with information about the requirements of the programme for the summer term and beyond.

| Induction Conference Date | Venue | Time | Sign Up Link |
|-------------------------------------|--------|---------|---|
| Welcome Meeting Thursday 23.4.26 | Online | • 4-5pm | C5 April Starters ECT and Mentor Welcome Meeting 23.04.26 Sign up |

Facilitated Learning Sessions (2-hours) and Local Learning Communities (1-hour)

You will be assigned a cluster group for the academic year (September 2026). This group will be led by one or two local facilitators. Your facilitators are experts in your phase and/or specialist area. Our team of facilitators have been selected because of their rich professional experience. Your local facilitators ensure your training sessions are relevant to your particular setting. They each have professional experience that mirrors the setting you are in and they embody a deep understanding of our local contexts. Your facilitators also have a pastoral role acting as a sounding board for issues and a good source of advice. They are there to support you and they can often point you in the direction of a practical solution.