

Early Career Teacher Programme (ECTP)

Starting your teaching career in Camden

Camden Learning

About Camden Learning



Since Camden Learning was founded in 2017, all Camden schools have been active partners in co-constructing a model based on the principle that collective effort achieves more. Camden schools perform well, with a shared commitment and moral purpose, working together to drive improvement.

> Our work is underpinned by the values of excellence and social equity, recognising that a successful education system must cater to all.

This involves understanding and adapting to the diverse needs of our community, especially those who need us most. We are united by a powerful moral purpose and determination to make a significant difference to the lives of children and young people.

High-performing educational systems recognise the importance of investing in their educators. Central to our purpose is to facilitate an environment where teachers, leaders, and support staff not only enjoy their work but also possess the knowledge and skills necessary to excel. Research consistently shows that impactful professional growth leads to higher job satisfaction, and we are proud to offer opportunities that inspire creativity, collaboration, and continuous improvement.

Camden Learning is locally aligned, schools owned, and schools led, and through this we have established a genuine sense of common purpose.

Together, we can continue our work together to ensure that all young people leave Camden schools as ambitious, knowledgeable, and socially responsible change makers, ready to succeed in an ever-changing world.

Welcome

We are delighted that you are starting your teaching journey in one of London's most diverse and vibrant boroughs. Camden's richness brings both opportunity and challenge. While our schools benefit from strong community ties and cultural diversity, they also work hard to address significant inequalities and close gaps in achievement.

Teaching here means making a real difference in the lives of children and families.

At Camden Learning, we want you to feel supported, valued, and confident from the start. You will benefit from a clear learning journey, expert mentoring, and opportunities for instructional coaching, all designed to help you grow steadily in your practice.

Alongside this, you will join a strong, collaborative professional community where teachers learn from one another, share ideas, and support each other across schools.

Your wellbeing matters too. We aim to ensure you feel connected, guided, and able to thrive in your early career, with people and structures in place to support you when you need it.

We look forward to welcoming you into the Camden teaching community and supporting you as you develop your career.





The Programme

In partnership with UCL

The UCL Early Careers Training Programme (ECTP) programme is written by the Centre for Educational Leadership at UCL and delivered by Camden Learning using facilitators who know our context well.

The programme is underpinned by a clear set of CORE values:

- **C**ollegiality and trust
- **O**penness and optimism
- **R**espect and kindness
- **E**xcellence and integrity

Overview: UCL Early Careers Training Programme (ECTP)

The programme provides high-quality professional development for teachers in their first two years of statutory training.

Drawing on UCL's nationally recognised, evidence-informed curriculum, Camden Learning works in close partnership to deliver a programme that is practical, supportive, developmental and shaped with consideration for the local context and the communities our schools serve.

UCL

Teacher training awarded 'Outstanding' by Ofsted across early years, primary, secondary, and further education

Delivery Principles

Knowledge & research-informed

- Designed by experienced teachers and school leaders
- Grounded in UCL's world-class education research
- Enriched with real classroom case studies from all phases

Tailored to individual needs

- ECTs take ownership of their learning
- Mentors guide progress through formative assessments
- Theory into Practice (TiP) activities build on what teachers already know
- Mentor learning adapts to prior experience

A spiral curriculum

- Resources available throughout both years
- Year 1 introduces the full Early Career Teacher Entitlement (ECTE)
- Year 2 revisits priorities to deepen and consolidate practice through inquiry

Situated in the classroom

- Educative mentoring models
- Mentors and ECTs learn with, and from, each other
- Real-world examples from diverse phases and settings
- Classrooms as shared learning spaces

Inquiry-focused practice

- Research linked directly to classroom reflection
- Each module ends with evaluation or live inquiry
- Year 2 develops practitioner inquiry skills
- Teachers systematically evaluate the impact of their teaching

Operating through Communities of Learning

UCL works in close partnership with Teaching School Hubs and Delivery Partners across England, forming a national community of learning. UCL Extend, the virtual learning environment (VLE), hosts programme materials, enhanced resources, and podcasts, further supporting collaborative learning.

Delivery Principles

Locally, the Camden Learning delivery model is delivered as face to face sessions. Sessions are delivered in phases. Both secondary and primary have a lead facilitator, both experienced school leaders, who are present at all the sessions. In each module, the lead facilitators are supported by a trained practitioner from a Camden School. Primary meet on Thursday afternoons, broadly every other week, and secondary sessions are after school on Wednesdays.

This delivery model creates strong continuity and a sense of community. It allows facilitators to get to know ECTs well and for them to build strong and supportive relationships with each other.

As members of Camden Learning, schools connect with each other and with a wide network of professional partners to create opportunities for collaborative learning and shared practice. Through their membership, schools access high-quality CPD, subject networks, and enrichment opportunities, alongside networks for teachers and leaders. This collaborative approach supports the development of subject knowledge, pedagogy, strengthening professional practice and driving continuous school improvement.

In addition, to create a sense of pride and belonging we start the year with a Welcome Event bringing all our ECTs and mentors together with key Camden Learning staff. And, at the end of the two years, we bring everyone back together to celebrate on our rooftop terrace.



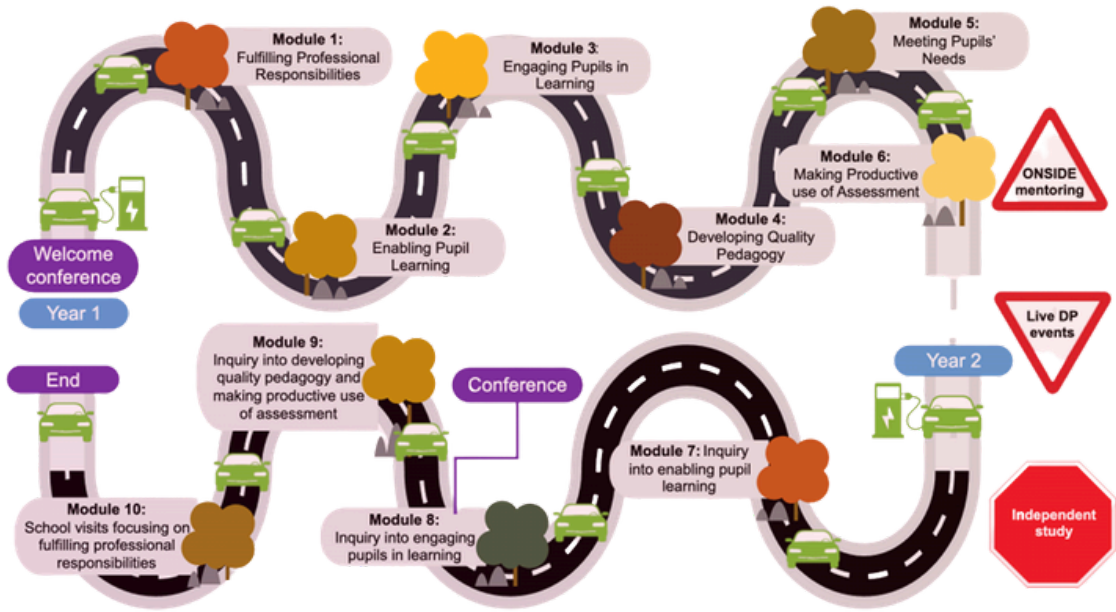
High quality teaching and advice. The enthusiasm for excellent practice is inspiring. I felt heard, listened to and the learning has helped me evaluate my own classroom practice.

Early Career Teacher Programme Pathway

The programme consists of nine modules delivered over two years:

Five modules in Year One introducing the eight ECF standards
Four modules in Year Two deepening knowledge and practice through inquiry

Programme Map



Primary Pathway: Year 1

Each of the six UCL modules in Year 1 - one per half term - starts and ends with a face to face facilitated session.

We have a well-established enhanced programme, drawing on a range of experts from Camden schools. These are woven into the statutory programme of twelve core UCL sessions and are pragmatic and classroom-based. These curriculum focus sessions are delivered in Key Stages and Early Years ECTs have a bespoke session each term.

The face-to-face sessions were fantastic. Great staff, valuable information. Professional, followed up and expectations made clear.

The Primary Year 1 enhanced offer includes:

Autumn Term
- Routines and relationships – behaviour management
- Building confident readers
- Building confident writers
- Routines and principles for securing mathematical fluency

Spring Term
- Understanding trauma informed practice
- Principles of effective inclusion
- Personal, social, health and relationship education

Summer Term
- Moderating writing - sharing pupil books
- Moderating maths – sharing pupil books

Secondary Pathway: Year 1

Each of the six UCL modules in Year 1 - one per half term - starts and ends with a facilitated session. Each term, the core sessions are enhanced with an additional session led by an external expert.

Autumn Term
- Behaviour and Relationships

Spring Term
- Practical Pedagogy

Summer Term
- Developing an Inclusive Classroom



The second year

The second year of the ECT programme has a different structure. The emphasis is on professional learning and identity and our ECTs are guided over the year to undertake their own classroom-based enquiry, drawing on evidence-based research. ECTs meet together, in phase groups, five times over the year, and also do two school-visits. The year will end with a sharing event of this independent classroom based research.

Support Framework

Induction Tutor

Each school appoints an Induction Tutor who oversees successful programme implementation.

Responsibilities include:

- Ensuring appropriate mentors are appointed
- Supporting mentors in fulfilling their role
- Ensuring mentors understand the content and purpose of the ECF
- Ensuring mentors and ECTs have sufficient time for meetings and preparation
- Acting as a point of contact for questions or concerns

Mentor Meetings

Each ECT is supported by a suitably experienced mentor who organises and leads weekly mentor meetings in Year 1, and fortnightly in Year 2.

Meetings follow a consistent structure:

- **Review:** revisiting actions from the previous meeting
- **Plan:** identifying priorities based on module audits
- **Theory into Practice**: applying learning from self-study and research
- **Next Steps:** agreeing actions to implement in practice

> ***My mentor has been supportive, kind, understanding, a positive role model and a great listener.***

> ***My mentor skilfully converts the course material into subject specific tasks and pushes me to be better.***

Guided Self-Study

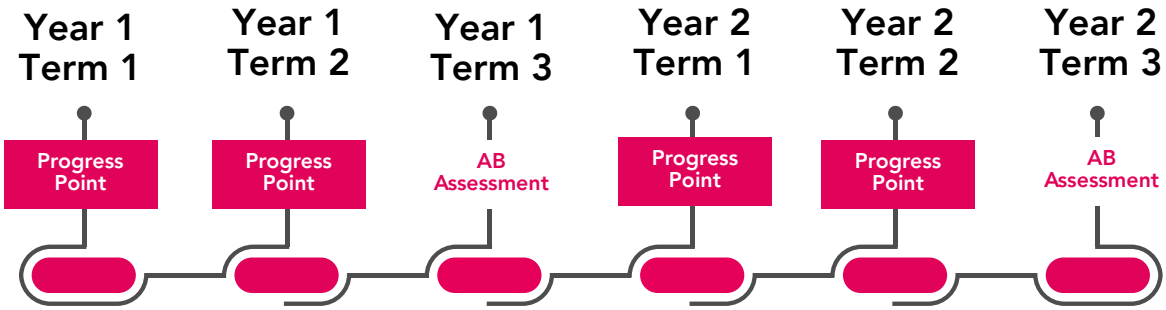
Both ECTs and mentors complete regular guided self-study throughout the two years. This self study links to the module content of the face to face meetings and informs mentor meetings. Mentor self-study focuses on ECF content and the mentoring approaches underpinning the programme.

Statutory Responsibilities

Appropriate Body

Appropriate bodies (ABs) are the organisations which oversee the induction period of Early Career Teachers. An ECT's induction cannot officially begin until the school and the ECT are fully registered with an AB.

Before and during the induction period, the AB performs a series of actions designed to support schools to provide an effective induction period for their ECTs, and to check that all due entitlements are in place.



Induction timescale and termly programme

Half Termly

- Two core ECT training sessions
- Plus enhanced training sessions
- Weekly mentor meeting and drop in observations
- Developmental work - team teaching, observing other practitioners

Termly

- Progress review meeting with induction tutor
- Complete and submit AB progress review

Yearly

- Formal assessment meeting with Induction Tutor
- Complete and submit formal assessment report to AB

Help and support

The ECT Co-ordinator at Camden Learning supports schools to deliver a strong and consistent induction for Early Career Teachers. They provide guidance and training for induction tutors, monitor ECT progress across Camden, and ensure statutory requirements are met. By acting as a central point of contact and offering timely support where needed, the co-ordinator helps maintain high quality teaching and promotes successful early careers within Camden schools.



It was great to meet other 'new' Camden teachers and I enjoy the opportunity to share ideas, problems, reflections and build friendships.

For more information contact Paranie Sivachandra (ECT Co-ordinator) at paranie.sivachandra@camdenlearning.org.uk

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