

Early Career Teachers (ECTs) 2024-2025

LPS ECT Programme 2025-2026

Overview

Early Career Teachers (ECTs) are entitled to two years of structured support to successfully complete their induction and establish themselves as confident, reflective professionals. At Langdon Park School, ECTs follow the UCL Institute of Education's Early Career Framework (ECF), delivered in partnership with the East London Teaching School Hub (ELTSH).

During Year 1, each ECT is assigned a subject mentor to develop their classroom practice. In Year 2, this also develops into career mentoring to support both ongoing pedagogical development and career planning. Instructional coaching underpins the programme, ensuring personalised, high-impact development throughout.

Purpose of Induction

The statutory induction period bridges Initial Teacher Training (ITT) and a sustained career in teaching. It provides:

- A structured programme of development, support, and professional dialogue
- A clear framework (ECF) for training, grounded in evidence-based practice
- Ongoing monitoring and assessment against the Teachers' Standards

The goal is to ensure that ECTs demonstrate that their teaching is at least satisfactory by the end of the induction, while also equipping them with the tools, mindset, and confidence to flourish long-term in the profession.

How the Programme Works at Langdon Park

Year 1 (ECT1) – Foundation and Growth

- **Weekly meetings with ECT Lead**
- **Half termly Instructional Coaching individual observations and coaching:** ECT receives a 30-minute coaching session focused on refining one high-leverage teaching technique per half term (e.g. behaviour routines, instructional clarity, cold-calling, responsive questioning).
- **Weekly Mentor Meetings:** These include developmental lesson feedback, target setting, mentor modelling, and rehearsal of strategies.
- **Half termly CPD Sessions:** 30-minute bite-sized CPD slots focused on core teaching principles including behaviour management, effective instruction, curriculum knowledge and adaptive teaching.
- **Formal Reviews:** A progress review is written once per term by the Induction Tutor, culminating in an end-of-year formal assessment aligned to the Teachers' Standards

Year 2 (ECT2) – Confidence and Career Development

- **Fortnightly Mentor Meetings:** ECTs work with a careers-focused mentor to continue refining practice and explore career pathways (e.g. middle leadership, curriculum development, pastoral roles).
- **Half-Termly CPD:** Two extended sessions per half term with tailored content and development themes based on individual needs and school priorities.
- **School Visits:** During the summer term, ECTs complete focused visits to two other schools,

enabling them to broaden their professional perspectives and reflect on best practice across different contexts.

- **Ongoing Instructional Coaching:** Coaching continues into Year 2 with targeted development in line with the ECT's strengths, subject demands and career goals.
- **Formal Reviews:** Termly progress reviews continue, with a final formal assessment at the end of Year 2 confirming induction completion.

Impact

- ECTs grow in confidence and develop high-impact habits aligned with the 'LPS Way', supporting excellent student outcomes and a consistent learning experience across the school.
- A culture of professional reflection and peer learning is embedded, enabling ECTs to take ownership of their development.
- Instructional coaching provides a sustained, responsive model for improvement—ensuring small, strategic changes lead to measurable gains in classroom practice.

ECT1 Programme – 2025–2026

Autumn 1

- **Meeting Cycle 3 – Session 1:** *Understanding and Identifying High Prior Attainers*
- **Meeting Cycle 6 – Session 2:** *Practical Strategies for Stretch and Challenge*

Autumn 2

- **Meeting Cycle 3 – Session 3:** *Understanding Challenging Behaviour and Emotional Safety*
- **Meeting Cycle 6 – Session 4:** *Responding Effectively to Behaviour and Bullying*

Spring 1

- **Meeting Cycle 3 – Session 5:** *What Makes Modelling Effective?*
- **Meeting Cycle 6 – Session 6:** *Embedding Modelling into Practice*

Spring 2

- **Meeting Cycle 3 – Session 7:** *Adaptive Teaching with Other Adults*
- **Meeting Cycle 6 – Session 8:** *SEND and Safeguarding: Roles and Responsibilities*

Summer 1

- **Meeting Cycle 3 – Session 9:** *Prioritising Teacher Wellbeing and Support*
- **Meeting Cycle 6 – Session 10:** *Managing Time and Workload Effectively*

Summer 2

- **Meeting Cycle 3 – Session 11:** *Systematic Synthetic Phonics and Early Reading*
- **Meeting Cycle 6 – Session 12:** *Creating a Reading-Rich Environment*

ECT2 Programme – 2025–2026

Autumn 1

- **Meeting Cycle 3 – Session 1:** *Understanding High Prior Attainers*
- **Meeting Cycle 6 – Session 2:** *Practical Strategies to Stretch & Challenge*

Autumn 2

- **Meeting Cycle 3 – Session 3:** *Oracy and Speaking & Listening*
- **Meeting Cycle 6 – Session 4:** *Literacy through Writing across the Curriculum*

Spring 1

- **Meeting Cycle 3 – Session 5:** *What Makes Modelling Effective?*
- **Meeting Cycle 6 – Session 6:** *Embedding Modelling in Practice*

Spring 2

- **Meeting Cycle 3 – Session 7:** *Inclusive Classroom Practices*
- **Meeting Cycle 6 – Session 8:** *Working with SEND/Safeguarding Leads*

Summer 1

- **Meeting Cycle 3 – Session 9:** *Being Evidence-Informed*
- **Meeting Cycle 6 – Session 10:** *Planning and Measuring Impact*

Summer 2

- **Meeting Cycle 3 – Session 11:** *Reviewing Your ECF Journey*
- **Meeting Cycle 6 – Session 12:** *Planning for Ongoing Development*

Mentor Programme – 2025–2026

Autumn 2

- **Meeting Cycle 3 – Session 1:** *Using Instructional Coaching to Develop Practice*

Spring 2

- **Meeting Cycle 3 – Session 2:** *Embedding Deliberate Practice in Weekly Mentor Meetings*

Summer 2

- **Meeting Cycle 3 – Session 3:** *Supporting ECT Reflection and Professional Development*