

A photograph of a male teacher with glasses and a plaid shirt leaning over a desk, smiling and interacting with three young students (two boys and one girl) who are also smiling. The background is a blurred classroom setting.

Join our ECTE programme

Early Career Teacher Entitlement

High quality professional development

Supported over 18,000 ECTs

Rated Outstanding by Ofsted

Funded by



www.ucl.ac.uk/ioe/ecte



At UCL we offer the only university-led Early Career Teacher Entitlement (ECTE) programme, standing on the shoulders of over 120 years of expertise in teacher education. Since 2021, we have supported over 18,000 Early Career Teachers (ECTs) to develop their knowledge, confidence and identity as teaching professionals.

Why choose the UCL Early Career Teacher Entitlement Programme?

- High-quality professional development informed by world leading academics.
- Flexible learning options tailored to individual and school needs.
- Proven impact on professional growth, and classroom practice.
- A national network of expert Delivery Partners providing localised support.
- 90+% of our ECTs say the programme has helped them develop high quality practices and working habits that they can apply to their context.

The development of the ECT is built up over time and as they become more confident with each passing week, the professional conversations have become richer and more valuable. The programme has allowed for the ECT to begin to find their professional voice and become more versatile and confident.

Y1 Mentor, Jan '24

I feel my ECTs are much more professional equals now, leading sessions and inspiring me to engage in professional discussion, problem solving and research.

Y2 Mentor, Jan '24

What we want for our ECTs

Great teachers consistently make values-led and evidence-informed decisions. Our ECTE programme has been designed to cultivate teacher knowledge, agency, identity and confidence.

We want our ECTs and our mentors to know the research of the ITTECF really well, but we want them also to develop practical ways of enacting them in their classrooms. Even that is not enough: we want them to develop agency; we want them to acquire the facility to choose the right tools for their pupils, their subject, their schools; we want them to see their own progress, and to hear their professional voices grow in confidence. Is that too tall an order? We don't think so, and we will be listening to our teachers along the way to see that it is not.

Mark Quinn, Deputy Director, UCL Early Career Teacher Programmes

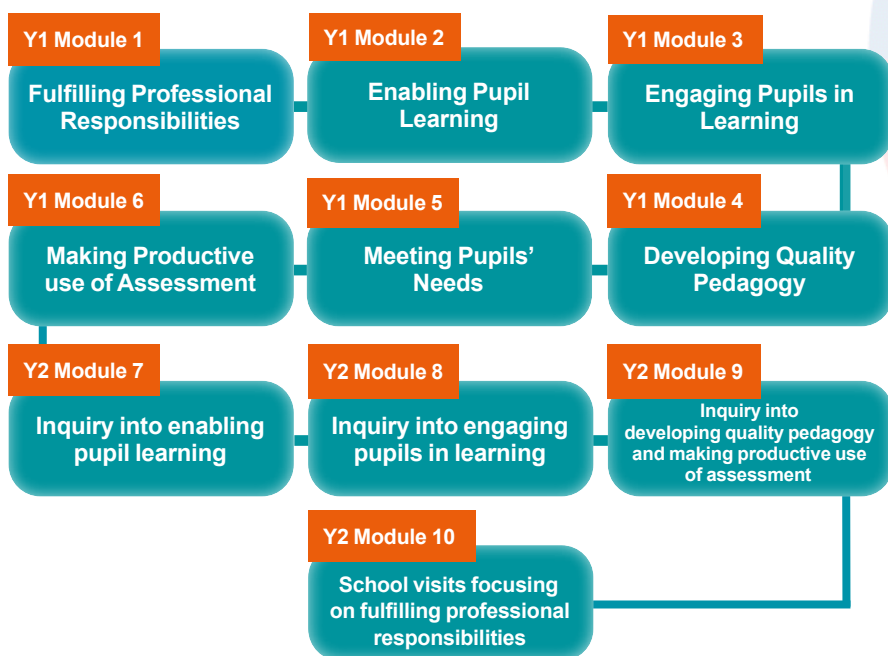
Find out more: www.ucl.ac.uk/ioe/ecte

Programme breakdown

The programme is a robust, research-informed initiative that supports ECTs across ten meticulously designed and personalised modules. These modules are distributed across two years, deepening knowledge, sharpening practice, and developing expertise through practitioner inquiry.

Curriculum Overview

The first year comprises six modules designed to reinforce core teaching principles and practices first met on ITT. It focuses on professional responsibilities, effective classroom practice, and understanding pupils' learning needs. In Year 2 our ECTs deepen their knowledge through a practitioner inquiry. They revisit personalise and extend their learning by creating their own questions and conducting investigations in their own classrooms. This approach equips teachers to continue learning through their careers.



Live events

ECTs and mentors meet regularly in their own clusters arranged by our local delivery partners. These facilitated events:

- Bring teachers together from different settings to foster new professional networks.
- Allow participants to review their learning from new perspectives.
- Are led by facilitators with expert local knowledge.
- Offer flexibility - events are live, in person, online and recorded.

Join us: www.ucl.ac.uk/ioe/ecte

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Have you considered taking one of our National Professional Qualifications? Visit our [NPQ page](#) to see our full suite of programmes.

