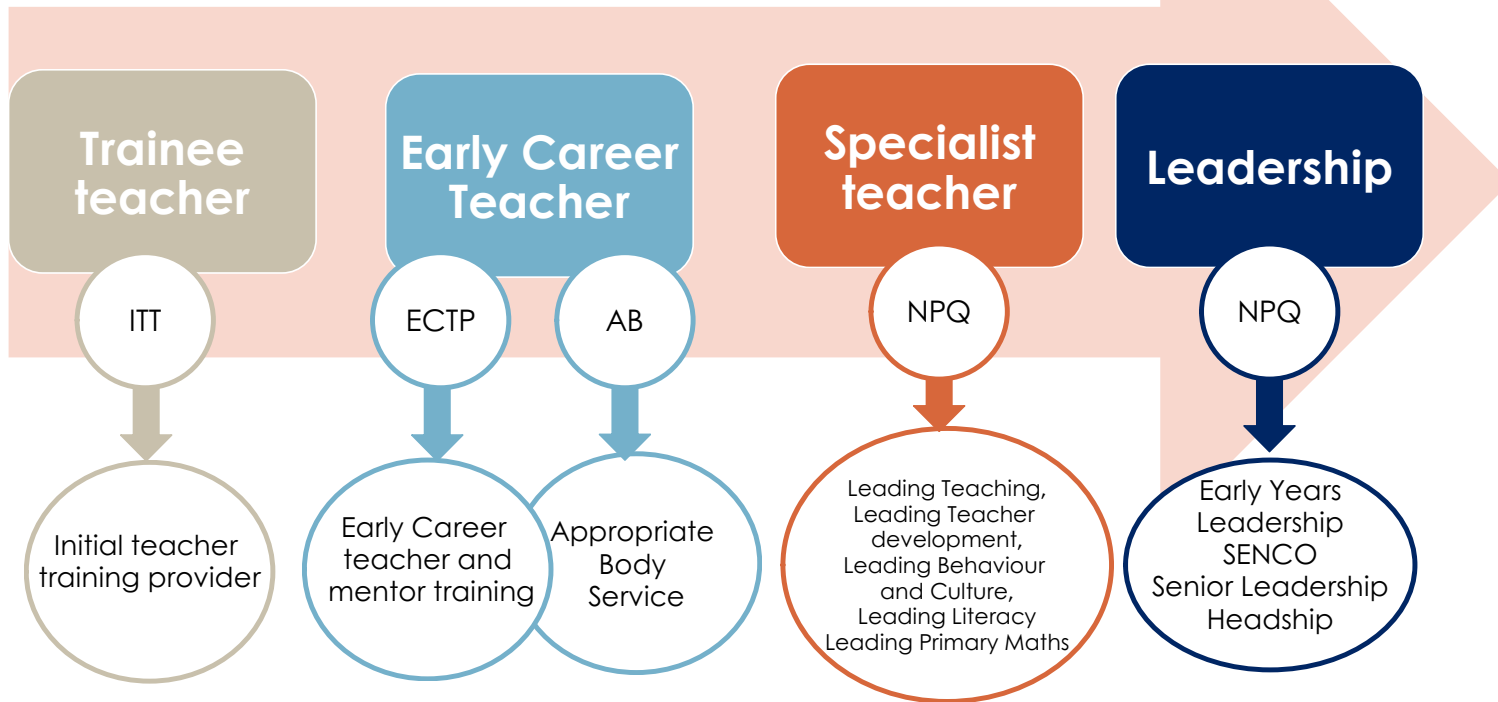




KEY INFORMATION AND UPDATES

Committed to developing professional expertise and making a difference to the lives of children



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1. Early Career Teachers

- **Appropriate Body**

All ECTs new to your school **must** be registered with an Appropriate Body before they start their induction. The deadline for all ECTs to be registered with the Appropriate Body is September 2nd 2026 (don't delay if you haven't registered your ECTs with us yet!).

New ECT AB Registration:

- View our registration guide [here](#).
- Watch a video on how to register your School on ECT Manager [here](#).
- Read the list of information required to register an ECT on ECT Manager [here](#).

Information about our AB Service:

- Visit our website [here](#).

UCL ECT Training and Mentor Programme

Registration

If your school has chosen to follow the 'Provider-led training funded by the DfE' route with Teach West London/UCL please see below for registration details.

We welcome your new ECTs and Mentors to the 2026 ECT Programme and welcome back the Year 2 cohort of ECTs.

For ECTs whose induction began before Autumn 2025 and are part way through their induction/training, they will follow a cross-programme blend of self-directed study for the Early Career Framework (ECF) Programme on UCL Extend as well as attendance at in-person ECTP facilitated sessions. Please contact info@teachwestlondon.org.uk if you will have an ECT at your school in 2026/27 whose induction began before Autumn 2025.

Once you have collected details for your ECTs and Mentors (including TRN, DOB and email address) the Headteacher or Induction Tutor should complete registration on the DfE [register early career teachers service](#).



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An account with [DfE Sign-in](#) is required to use the service. If either the Headteacher or Induction Tutor experience an issue accessing the service, please contact the DfE Helpdesk at continuing-professional.development@service.education.gov.uk

Please click [here](#) for DfE guidance on registering early career teachers and [here](#) for registering mentors.

On the DfE [register early career teachers service](#) please register your participants as following a 'provider-led training programme' and when asked, please list the following: Lead Provider as UCL and Delivery Partner as Teach West London.

Once registered on the DfE portal your ECTs, Mentors and any newly added Induction Tutors will be enrolled by UCL onto the learning platform **UCL Extend**. Please ensure accuracy when entering the participant's email addresses on the portal (where possible please enter a school email address) - [any mistakes when entering email addresses will cause delay to the participants accessing the programme on UCL Extend](#).

Message to please pass on to your participants – please do not attempt to create your own UCL Extend account. This may cause a delay to your enrolment. Please await welcome comms from UCL which will be sent to your registered email address.

UCL Extend welcome comms will be sent to newly enrolled participants from 1st September onwards.

Please do not contact UCL or TWL to chase UCL Extend access for new ECTs or Mentors before Monday 7th September, and in the first instance please **check the email address entered by the school** on the DfE [register early career teachers service](#). Please make any corrections there as required.

To access the UCL Extend account after updating an email address on the DfE service, please ask the ECT or Mentor to allow 3 working days before attempting a 'lost password' reset at this link [UCL Extend lost password](#).

Please ask your ECTs and Mentors to direct queries to you in the first instance and if necessary, Induction Tutors can then email info@teachwestlondon.org.uk for further guidance. Thank you for your help with this – it should ensure everyone receives quicker responses in our busy enrolment period.

ECT mentor training

Only new Mentors who have not previously completed ECT Mentor Training (or mentors who were enrolled in Spring '26 or Summer '26 terms) will be registered to attend the 2026 TWL mentor training programme – these eligible Mentors will receive a link in September to book training with TWL.

Mentors listed on the DfE service who have previously engaged with ECT Mentor training and who are registered as mentoring ECTs in 2026/27 will have access to the programme materials on UCL Extend but will not be eligible to attend TWL training sessions. If these mentors would like a refresher, we will be offering after-school refresher sessions during the autumn term. See training dates below to book.

ECT training dates

Teach West London will assign eligible ECTs to your local cluster group from September 2026 where they will attend facilitated training sessions and local learning communities.

The 2026/27 training schedules for your local cluster group and the Cohort 2026 Mentor training programme dates were shared with Headteachers and Induction Tutors in late June - please get in touch at info@teachwestlondon.org.uk if your school's Headteacher/Induction Tutor do not have these dates.

2. National Professional Qualifications

Applications for the Autumn 2026 cohort is open, with funded places still available. For the Autumn 2026 cohort, the DfE is fully funding places on the NPQH, NPQSL, NPQSENCO and NPQEYL for all eligible schools.



Teach West London works alongside UCL to deliver the suite of NPQs for the Autumn 2026 cohort. We've successfully trained over 1500 professionals since 2021. [Find out more about the UCL programmes here.](#) Whilst you are able to enrol until late October we strongly advise signing up by **September 15th** to guarantee scholarships.

[Sign up for updates on registering for an NPQ here.](#)

3. Excellence in Reception Teaching

Using the latest early years evidence, relevant to the modern classroom Excellence in Reception Teaching is a national professional development (NPD) course to help experienced teachers develop their practice and deepen their understanding of the key areas of child development.

NPD courses are informed by the best available research and endorsed by the [Education Endowment Foundation](#).

On successful completion of the course, participants will be awarded a Department for Education (DfE) accredited NPD certificate.

Who this course is for

- teachers who have completed their induction
- experienced reception teachers
- teachers moving into a reception role

This course is not designed for teaching assistants.

Click [here](#) to find out more about this opportunity, check eligibility and register.

4. Initial Teacher Training

Congratulations to our 111 trainees who were successfully awarded QTS at the end of 2025-26 and are now ECTs, many of whom are employed in West London. Welcome to our 88 trainees who are training to teach with Teach West London this year and thank you to all our partner schools who are offering valuable training placements.



“ It has been hugely beneficial for us to host trainees from Teach West London. They had added to our capacity as a school and are keen to learn and develop their expertise. ”

ITT Placement school feedback

If you are hosting a Teach West London trainee in 2026-2027, please refer to the emails sent to School ITT Leads from either primaryITT@teachwestlondon.org.uk or secondaryITT@teachwestlondon.org.

Planning ahead for 2027-28?

Applications for trainee teachers beginning their training in 2027-28 open in early October 2026. As a registered apprenticeship provider, Teach West London supports schools to use their apprenticeship levy to train future teachers through salaried teacher training routes, as well as offering non-salaried options.

Schools interested in hosting trainees in 2027-28 should register their interest [here](#) and/or sign up for our information briefing [here](#).

Help us find the next generation of great teachers

If you know of anyone who has the potential to be an excellent classroom practitioner, please ask them to [get in touch](#) to find out more about how they can train to teach with Teach West London. Our programmes include **QTS-only** and **QTS with PGCE** options across **Primary (5-11)** and **Secondary** phases, as well as opportunities to train in **special schools**.

5.Contact us

ECF, NPQ and General enquiries:

info@teachwestlondon.org.uk

ITT enquiries: ITT@teachwestlondon.org.uk

ECT Induction / AB enquiries:

AB@teachwestlondon.org.uk

Appropriate Body (AB) Lead:

Lesley Mackenney

Telephone number: (0)20 3301 3180

Website: teachwestlondon.org.uk

6.Update your school details

We're keen to communicate with the right person at your school. So that we can prepare and support your school effectively, please update your school details by completing the short form [here](#).

7. Upcoming training / information events

Training event	For	Date and Time	Booking
Welcome to Teach West London	HEADTEACHERS OR SENIOR LEADERS RESPONSIBLE FOR TEACHER DEVELOPMENT (for schools who have not worked with Teach West London before and want to find out more)	September 7th, 4-5pm	Here
Induction Tutor drop-in	Induction Tutors who need early help with: ECT registrations ECT training programme / dates (Teach West London/UCL) General queries This will be run as a Q&A drop-in session	September 14th, 4pm-5pm	Here

Initial Teacher Training events

Training event	For	Date and Time	Booking
Prospective ITT placement school information briefing 'Training new teachers with Teach West London - an introduction'	HEADTEACHERS OR SENIOR LEADERS RESPONSIBLE FOR TRAINEE TEACHERS	September 17th 4pm – 5pm	Here

ECT training and support dates

Training event	For	Date and Time	Booking
ECT Mentor refresher	ECT MENTORS who have engaged with UCL mentor training previously but need some reminders / would welcome support.	Wednesday 9th September OR Wednesday 30th September Both 4pm – 5pm	Here Here



Appropriate Body events

Training event	For	Date and Time	Booking
Leading ECT induction training and networking IN PERSON	INDUCTION TUTORS AND / OR HEADTEACHERS	Hounslow – 22nd Sept Harrow – 23rd Sept Ealing – 24th Sept Hillingdon – 29th	Hounslow Harrow Ealing Hillingdon
Leading ECT induction <u>for the first time</u> ONLINE (We would recommend new induction tutors attend the IN PERSON session above too!)	INDUCTION TUTORS AND / OR HEADTEACHERS	28th September 16.00 – 17.00	Book here
ECT welcome event ONLINE	ECTs STARTING THEIR INDUCTION	Friday 2nd October 2.30 - 3.30 (welcome letter and pre-recorded video sent wc 7th September)	Book here

8.NPQ Applications Open for Autumn 2026: NPQ for SENCOs

For educators passionate about creating inclusive learning environments and improving outcomes for pupils with SEND, the National Professional Qualification (NPQ) for SENCOs provides the knowledge, skills and confidence to lead effective SEND provision across a school.



With applications open for our Autumn 2026 cohort, we spoke with Emma Murphy, Art & Graphics Teacher and Deputy SENCO at Ada Lovelace School, about her experience on the programme so far. Read on to discover how the NPQ SENCO programme is helping Emma develop as a leader and make a lasting difference for students with additional needs.

What inspired you to pursue the NPQ SENCO qualification?

I wanted to gain further insight into the way different students learn and the specific needs of our students. I saw the NPQ qualification as an opportunity to develop more of an in depth understanding of the SENCO role which supported the daily tasks I was doing in my new post as a Deputy SENCO.

How has the programme (so far) deepened your understanding of the role of a SENCO in schools?

I have really enjoyed having the opportunity to network with other aspiring SENCO's across Teach West London particularly those who work in a different setting as this has strengthened my understanding of different approaches. The course has also broadened my understanding of the multifaceted role of a SENCO and how important it is to be a strategic leader, responsible for shaping inclusive practice across the whole school to ensure that learning is accessible for all. In my current role as Deputy SENCO, I have been fortunate to work with a very supportive team. This alongside the collaboration with other members of the NPQ SENCO course has given me a deeper appreciation of the importance of collaboration-working closely with teachers, teaching assistants, students, families and external agencies to ensure consistent and appropriate support for all students.

What skills or knowledge have you gained (so far) from the programme that you use regularly in your role?

The course reading and training sessions have helped me to gain further understanding of the legal and statutory responsibilities of a SENCO, particularly in relation to the SEND Code of Practice and the Equality Act.



These have helped me understand how to advocate effectively for students' rights and entitlements. My enhanced knowledge of the SEND Code of

Practice, which underpins the way I assess needs, implement and monitor interventions, and collaborate with staff, parents, and external agencies has been invaluable at supporting me in my role as Deputy SENCO. I have used data analysis to monitor pupil progress and adapt support accordingly. A key outcome from the training has been the need to ensure all those working with students with learning needs have the confidence to support them in reaching their full potential. As such, I have delivered training to ITTs, TA's and colleagues about working with SEND students.

Can you share an example of a specific challenge you faced and how the programme has helped you address it?

In my current role as Deputy SENCO, I worked with a student who was reluctant to have support. The programme enabled me to reflect on the graduated approach and network with other members of the course to identify other suitable interventions to ensure that the student was supported in a way that they felt comfortable with.

Why do you think the NPQ SENCO qualification is important for educators in leadership positions supporting SEN?

The qualification provides learners with the knowledge and tools to lead SEND provision on a whole school level so that inclusive practices can be embedded into school culture. The programme also enhances understanding of SEND legislation such as the SEND code of practice and Equality Act 2010 so that educators in leadership positions can make informed, lawful decisions. The course also promotes evidence-based practice for identifying and supporting different learning needs so that leaders can reflect on impactful interventions and ensure all students reach their full potential and close attainment gaps. The programmes focus on leadership skills which help to empower educators to challenge inequalities which will influence whole school planning so that all students are represented in school decision making.

Applications for the Autumn 2026 cohort is open, with funded places for NPQSENCO and other NPQs (NPQH, NPQSL and NPQEYL) for all eligible schools. [Find out more about funding for NPQs in the autumn 2026 cohort here.](#)