

The induction tutor role

The induction tutor will be responsible for co-ordinating induction and for assessment of the ECT against the teachers' standards, including carrying out progress reviews and completing assessment forms.

Annual training is provided for induction tutors by the appropriate body and a copy of the most recent powerpoint can be found below.

The statutory guidance states that the induction tutor will 'provide regular monitoring and support, and coordination of assessment...the induction tutor must be given sufficient time to carry out the role effectively and to meet the needs of the ECT'. We suggest that the induction tutor will need some time to meet with the ECT at the start of induction to discuss their initial targets from their teacher training and discuss a relevant action plan. After this, we suggest good practice would be to have half termly meetings to discuss progress against the teachers' standards. They will also need time to carry out observations and feedback (suggested once per half term).

The mentor role

The mentor is separate to the role of the induction tutor and will have a key role in supporting ECTs with the ECF programme. Mentors should also provide or broker effective support, mentoring and coaching. Mentors should receive regular training, support and access to self-study materials through the full induction programme (FIP).

The statutory guidance states that 'the mentor is expected to be given adequate time to carry out the role effectively and to meet the needs of the ECT. This includes attending regular mentoring sessions and mentor training where appropriate' (para 2.42). The mentor will need time to become familiar with the ECF, associated resources, attend training and work with the ECT. We suggest that the mentor will need at least 1 hour of protected time per week.

A mentor may support more than one ECT as long as they have adequate time to work with the ECTs.

The ECT induction tutor and mentor roles should be carried out by separate individuals except in exceptional circumstances.

The headteacher/principal

As the headteacher/principal of a school taking on ECTs, you are responsible for the supervision, training and assessment of ECTs, and must ensure that the ECT has an appropriate induction programme. You may delegate the tasks, but not the responsibility.

The local authority

The local authority acts as the "Appropriate Body" and has specific statutory responsibilities for:

- Administration
- Support and monitoring
- Quality assurance

Please see the SMBC service level agreement for full details of the service provided.

The governing body

Must be satisfied that their organisation has the capacity to support an ECT, and take account of the school's responsibility to provide the necessary monitoring, support and assessment. Governors can request general reports on progress of ECTs on a termly basis, but are not automatically entitled to have access to individual assessment forms, unless the ECT has raised concerns about a particular issue via the standard grievance procedures, which would require the governing body to investigate the situation. If the governing body has any questions or concerns about the induction arrangements, they can seek advice from the local authority.