



# ECF – Clarification of all roles involved in an ECF underpinned Statutory Induction

Suggested responsibilities are outlined below. In different settings these may look different e.g. in some schools, there is a separate Induction Lead working in addition to an Induction Tutor whereas in other schools all aspects of induction will be planned and overseen by the same person.

- **Appropriate Body**  
Check school's plans for delivering an ECF-based induction and verify that this has been received by the ECT.
- **Headteacher**  
Ensure that an appropriate ECF-based induction is in place for the ECT and submit induction plans to the Appropriate Body.
- **Induction Tutor**  
Support the Headteacher in planning an ECF-based induction as required. Ensure that Mentor and ECT are aware of the plans for an ECF-based induction.
- **Mentor**  
Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high quality ECF-based induction programme.

# ECF – THE ROLES OF THE INDUCTION TUTOR AND MENTORS

The role of the Mentor is now an enhanced role compared to what may have been done or expected in the past. Schools must secure sacrosanct time set aside for ECT Mentors.

The role of the Mentor and the role of the Induction Tutor are two discrete roles with differing responsibilities and ideally, these roles should be held by different individuals. In exceptional circumstances, it may be necessary for the Headteacher to designate a single teacher to fulfil both roles, which may be the Headteacher or Principal themselves. Where this is the case the Headteacher should ensure that the Induction Tutor understands that they are fulfilling two discrete roles and that adequate safeguards are put in place to ensure that the mentoring support offered to the ECT is not conflated with assessment of the ECT against the Teachers' Standards.

## ROLE OF THE INDUCTION TUTOR

- To provide regular monitoring and support, and coordination of assessment.
- Holds QTS and the necessary skills and knowledge to assess the ECT's progress against the Teachers' Standards.
- Will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards.
- Must be given sufficient time to carry out the role effectively and to meet the needs of the ECT.
- Needs to be able to recognise when early action is needed in the case of an ECT who is experiencing difficulties.
- The Induction Tutor is separate role to that of Mentor.

## RESPONSIBILITIES OF THE INDUCTION TUTOR

- Provide, or coordinate, guidance for the ECT's professional development.
- Carry out regular progress reviews throughout the induction period.
- Undertake two formal assessment meetings during the total induction period.
- Carry out progress reviews in terms where a formal assessment does not occur.
- Inform the ECT following progress review meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, Headteacher and Appropriate Body.
- Ensure that the ECT's teaching is observed and feedback provided.
- Take prompt, appropriate action if an ECT appears to be having difficulties.
- Ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way and that requests for evidence from ECTs do not require new documentation but draw on existing working documents.

## ROLE OF THE MENTOR

- Mentoring is a key element of the future induction process.
- Provide regular mentoring (once weekly sessions in year one/once fortnightly in year two).
- Holds QTS and the necessary skills and knowledge to work successfully in this role.
- Must be given adequate time to carry out the role effectively and to meet the needs of the ECT.
- Must attend regular mentoring sessions and training, where appropriate.

## RESPONSIBILITIES OF THE MENTOR

- Regularly meet with the ECT for structured mentor sessions to provide effective targeted feedback.
- Work collaboratively with the ECT and other colleagues involved in the ECT's induction within the same school to help ensure the ECT receives a high-quality ECF-based induction programme.
- Provide, or broker, effective support, including phase or subject specific mentoring and coaching.
- Take prompt, appropriate action if an ECT appears to be having difficulties.

