

## Eastern Region ITT Case Study

### How will we manage all the mentor training requirements for 2024?

The Challenges	The Solution	The Benefits
<p>Releasing mentors for 20 hours of training across the year as part of the 2024 market review reforms.</p> <p>ITT and ECT within the same subject / phase putting add strain on mentor resource</p> <p>Capacity of staff</p>	<p>ITT training is highly likely to be asynchronous.</p> <p>Consider integrating mentor training into internal CPD hours to support workload.</p> <p>Heightened awareness of the mentoring role in ITT and ECT and how vital it is for teacher recruitment locally and nationally.</p> <p>Reduction to training hours after first year.</p> <p>Plan ahead in order to be aware of the mentoring time requirements.</p> <p>Second year ECT mentor could support ITT as training and meetings are less frequent.</p> <p>Consider job share or trust-wide roles</p>	<p>Raising the profile of mentoring within your school or trust.</p> <p>Mentors are seen as high profile colleagues in the school and it is an attractive development opportunity.</p> <p>Introducing or embedding deliberate practice into the school or trust CPD programme.</p> <p>Potential for mentoring colleagues to work towards the Chartered College of Teaching “Chartered Teacher Mentor Status</p> <p>Less pressure on one mentor and/or utilising capacity across the trust</p>

### The Challenges

The ITT reforms from September 2024 state that general mentors are required to access a minimum of 20 hours of initial training time in their first year of mentoring, followed by a minimum of six hours of annual refresher training in subsequent years. This requirement, in addition to training for ECT mentor, following the Early Career Framework, is an additional time commitment for schools to manage.

### The Solution

Research has shown that teachers who feel supported are less likely to leave the profession, and that mentoring is a popular way of addressing teacher efficacy, job satisfaction and workload (EEF, 2020).

ITT training is likely to be a blend of in person and online training. Different providers will use a range of resources and some will be able to be accessed at a convenient time for the mentor. Some schools are prioritising mentor development within their in-house CPD structures to reflect and support the time requirement of the training. This could also be applied to ECT mentor development.

It is vital that school leaders recognise the changing expectations of mentors for ITT and ECT and how vital it is for teacher recruitment locally and nationally.

Once trained, mentors will complete a more streamlined training programme (6 hours) if they were to become an ITT mentor again. This ensures the mentor role training is less time consuming in the following years.

Where possible, schools should plan ahead in order to be able to support the mentoring requirements in the medium term. They should also be aware of possible future requirements in terms of staff turnover or increased number of trainees. This work should be co-ordinated by a member of the leadership team, in collaboration with the timetabler, in order to plan, develop and support mentors and to ensure effective support is provided for all colleagues.

Some schools are also planning to utilise second year ECT mentors to support ITT training due to the reduction in meeting time required in year 2 of the ECF.

## **The Benefits**

We know that the first few years in a teacher's career is pivotal to their successes and retention within the profession and raising the profile of mentoring within your school or trust will strengthen this work.

Increasing the profile of mentors as 'expert colleagues' within a school or across a trust will promote a highly valued CPD pathway for experienced classroom teachers or middle leaders. Mentors are seen as high profile colleagues in the school and it is an attractive development opportunity. This change in the role needs to be promoted to support the change in time requirements and expectations of the role.

Involvement in the three year programme of ITT and ECF also enables the embedding of deliberate practice into the school or trust' CPD programme. There is also the potential for mentoring colleagues to work towards the Chartered College of Teaching "Chartered Teacher (Mentor) Status/

Job sharing the role or supporting over more than one school where staffing commitments are unable to support the role can reduce pressure on one mentor and potentially utilise capacity across a trust.