**Answers to today’s Chat questions:**

**[14:48] Kate Baptiste (Guest) Q1. I don't understand the difference between the mentor and the induction tutor - can anyone explain?**

**The Induction for early career teachers statutory guidance states:**

**Induction tutors -** 5.6 The induction tutor (or the headteacher/principal if carrying out this role) is expected to:

* provide, or coordinate, guidance for the ECT’s professional development (with the appropriate body where necessary);
* carry out regular progress reviews throughout the induction period;
* undertake two formal assessment meetings during the total induction period coordinating input from other colleagues as appropriate (normally one at the end of term three and one at the end of term six, or pro rata for part-time staff);
* 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;
* inform the ECT during the assessment meeting of the judgements to be recorded in the formal assessment record and invite the ECT to add their comments;
* ensure that the ECT’s teaching is observed and feedback provided;
* ensure ECTs are aware of how, both within and outside the institution, they can raise any concerns about their induction programme or their personal progress;
* take prompt, appropriate action if an ECT appears to be having difficulties; and
* 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.

**Mentors** - 5.7 The mentor (or the induction tutor if carrying out this role) is expected to:

* 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; and
* take prompt, appropriate action if an ECT appears to be having difficulties.

**[14:49] "\"Tanya Douglas (Guest)\""Are schools able to use a different provider to Ambition?**

Teaching School Hubs have been asked to select one lead provider. You would have to ask another hub that is working with your preferred lead provider to take you on. Teaching School Hubs have been asked to work within their identified areas so this may not be possible. The lead provider may also not have the capacity or desire to work and contract with individual schools.

**[14:55] Debbie Butcher (Guest) If we decide to use UCL, for example, do we have to pay for their resources? Do we have to use Ambition if we don't want to?**

If you want to use the UCL resources, you can – this means you would be running the core induction programme (CIP). This means you will design the delivery yourself using the UCL resources. This programme does not have additional funding or support and you will have greater scrutiny by the Appropriate Body.

No, you do not have to use Ambition.

**If we want to deliver ourselves using a provider's resources?**

See above answer.

**[14:57] Debbie Butcher (Guest) I have looked at UCL and EDT so far. Just want to be clear about what choice we have.**

[14:58] Nathan Marshall (Guest)

Provider materials are available. If you decide to do things alone (not use your Teaching School Hub) there will be no support for training or additional financial support.

**[15:00] "nicky ross (Guest)" what if i want to deliver some bespoke training in school for my ECT. can we skip a week of Ambition?**

The Ambition Programme gives participants the flexibility of when to do the weekly tasks. If the ECT misses one week he/she would have to catch up with missed work, but this could be in the following weeks. With Steplab Programme it is possible to see who might be missing the work. You can do as much additional training as you wish.

[15:02] Nathan Marshall (Guest) There are 50-minute bite sized sessions. You would need to stick to the offering over time. You can do additional sessions if you wish.

**[15:01] Debbie Butcher (Guest)- This is a lot of information to take in at the end of the day. Can we have access to these slides? Will there be another opportunity to hear how using Ambition will be different/easier that using another provider please?**

I am happy to run another session an invite Ambition to go through the programme in detail. Yes, I am happy to share the slides – I can email them to you – please let me have your email.

**[15:02] Dominic Spong (Guest) - In recent days I have had this sort of information from Best Practice, Teach First, UCL Institute of Education offering similar programmes - more likely to come. How do we know who to choose in a new era of ECF and another way for Enfield Schools to do their own thing and become more disparate.**

Dominic, I think in reality the choice maybe more limited. Teaching School Hubs can only work with one provider. All the providers are pushing their programmes but the national providers are committed to working with the Teaching School Hub that they have signed an MOU with and their capacity to work with individual schools is limited.

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**[15:04] J Newham (Guest) From a practical planning point of view, does this mean the NQT Tuesday afternoons is no longer 'a thing'? When will we know details like this for planning?**

It does not have to be ‘a thing’ but can be. The Teaching School Hub will work with Enfield LA. These sessions are likely to be network/additional sessions which are complimentary.

**[15:05] Anna Vaughan (Guest) Josh, we are still planning on keeping to Tuesday afternoons for the Professional Learning that we are offering as complimentary.**

**[15:05] J Newham (Guest) Thanks Anna - but the expectation will be that ECTs will need to attend other 'sessions'?**

The Ambition Programme is delivered in school with weekly online learning/activities and mentoring. There are 2 Conferences and 3 Clinics for ECTs over the first year which will need ECTs meeting (either virtually or in person depending on the pandemic). The above-mentioned Enfield sessions would be additional and complimentary.

**[15:08] Mrs Sheehan (Guest) If you don't have an ECT on staff for next year do you still need to signpost a provider for the future (express your interest now) or can you just sign up the year after / when you have an ECT? If there are only so many places?**

Places are for September 2021. You will be asked again next year for the September 2022 cohort. If you drop me an email I can keep it on file for next year.

**[15:08] Debbie Butcher (Guest) Who do we sign up with as our AB if we use another provider's materials in house?**

You can choose any AB provider – All LAs and the Teaching School Hub will provide AB services. Enfield LA would be the natural choice for you.

**[15:11] Dominic Spong (Guest) Also to be clear is this for ECTs from September? An NQT qualifying before September doesn't become a second year ECT.**

Correct. The programme starts in September 2021 with the first cohort.

**[15:11] "nicky ross (Guest)"Sarah when is the follow up meeting?**

I am not sure – I will check with Sarah.

**[15:14] Cheryl Headon (Guest) Gill Bal If you share information with me, I can upload the information to the Schools Hub also. Cheryl.headon@enfield.gov.uk**

Thank you – really appreciated. I will send you the letter that I have done for today and the responses to this chat.

I would also encourage any heads to speak to me directly or invite me to meetings at which I can go through any questions they have.

Many thanks for your engagement and questions.

Gill Bal

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