Early Career Teacher Support

Pilot Report

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The Education Endowment Foundation (EEF) is an independent grant-making charity dedicated to breaking the link between family income and educational achievement, ensuring that children from all backgrounds can fulfil their potential and make the most of their talents.

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The Centre for Teachers and Teaching Research (CTTR) at the UCL Institute of Education is dedicated to positively influencing the development of teachers through high quality and innovative research and commitment to social justice. Through collaboration with colleagues across UCL and working across disciplinary and professional fields internationally, the centre focuses on the areas of teacher development, teaching, and the conditions of teaching.

This evaluation was led by Dr Mark Hardman, Associate Professor in CTTR. Mark has been a teacher educator for 13 years and has developed and led a range of ITE programmes nationally. His research brings together cognitive science, philosophical perspectives, and a focus upon the processes of learning.

Dr Becky Taylor is Senior Research Fellow in CTTR with experience of leading and working on large and complex projects. She is co-PI of the EEF-funded Student Grouping Study. Becky led on survey design and quantitative analysis.

Dr Caroline Daly is a Reader in Education with extensive experience of leading wide-scale mentor support initiatives including the Welsh Masters in Educational Practice. Her research is in professional development for Early Career Teachers. Caroline led the case study design and analysis.

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Executive summary

The project

In order to provide timely feedback in the development of policy and programmes around the rollout of the Early Career Framework (DfE, 2019a), three pilot programmes were developed to investigate the promise, feasibility, and scalability of differing models for developing Early Career Teachers (ECTs), mentors, and induction leads. Two programmes were developed by Ambition Institute and a third by the Chartered College of Teaching. All aimed to provide mentors with the resources to deliver instructional coaching sessions to ECTs, coaching that uses expert teachers to deliver recurring, classroom-practice focused sessions, using observation and targeted feedback to develop practice.

- Programme A (Ambition Institute) provided face-to-face training, a coaching guide, weekly online resources, and regular online coaching and support sessions to in-school mentors. School induction leads also received face-to-face training, designed to enable them to support mentors. Mentors used the programme to deliver instructional coaching to ECTs, either weekly or fortnightly.

- Programme B (Ambition Institute) provided the same training as Programme A to mentors and school induction leads. In addition, this programme also delivered weekly online content and regular online support sessions directly to ECTs. The programme was also used to enable in-school mentors to deliver weekly or fortnightly instructional coaching sessions to ECTs.

- Programme C (Chartered College of Teaching) provided online support to mentors, school induction leads, and ECTs. All received a selection of online modules providing weekly content to mentors and ECTs that were used to facilitate either weekly or fortnightly instructional coaching sessions, delivered by mentors to ECTs.

The intention was not to undertake a comparative evaluation of these programmes but instead to evaluate the modes of support and delivery within them. Each programme was delivered to teachers teaching a variety of different year groups and subjects spanning primary and secondary education. Schools opted to receive one of these programmes. At the end of the evaluation there was a total of 98 schools across the pilot programmes: 50 primary schools, 45 secondary schools, and three all-through schools. The pilot evaluation was designed to run from June 2019 to July 2020. However, delivery and evaluation were modified due to the COVID-19 outbreak and this report covers the initial set-up period until February 2020. The pilot aimed to examine the evidence of promise, feasibility, and scalability of the programmes using a mixed methods approach using three waves of survey, 20 school case studies, online engagement data, observation of sessions, and evaluation of materials. Figure 1 provides a brief overview of the pilot study findings for all three programmes according to promise, feasibility, and scalability.

Figure 1: Summary of pilot findings

Research question	Finding
Promise: is there evidence to support the theory of change?	All three programmes showed some evidence of promise. In the case of Ambition Institute's programmes, online materials and subsequent instructional coaching sessions were perceived to be high quality and impactful. Mentors' training was also highly regarded. Particular promise was noted for Programme B as it afforded ECTs more autonomy. Elements of the Chartered College of Teaching's programme also showed promise with respondents perceiving the online resources and associated observations and coaching sessions as being high quality and impactful. There were also limitations across all three programmes. Participants frequently reported that resources and content lacked flexibility and were not able to address the individual needs and development priorities of ECTs. Other specific delivery methods were also poorly perceived.
Were the pilot programmes feasible?	A key challenge identified by participants in all three programmes was the workload associated with them. This was a barrier faced by ECTs, but was an even greater challenge for mentors, contributing to low levels of attendance in online sessions and, in some cases, contributing to reduced engagement with the programmes. A related challenge was the presence of existing induction programmes and processes in schools. The additional workload associated with these undermined the feasibility of delivering the pilots. Another central challenge was the inflexibility of the content sequencing, which may have prevented content being accessed when it is most needed. Aside from these general challenges, specific logistical barriers sometimes hampered engagement (such as timetabling issues, and impediments to accessing online resources).
Are the pilot programmes scalable?	The pilot programmes are replicable as each is a well-defined programme that could be delivered at scale through online platforms. Some of the specific online methods used by the programmes were not effective in the pilots, so careful adaptation may be required. The programmes each rely on local contextualization of the content by mentors, and support for this might be developed further. Because the feasibility of each programme depends on the interaction of the programme with existing processes for supporting ECTs, at scale there is likely to be variation in how well the programmes meet local need. Whilst national policy changes may help, greater attention should be given to how the programmes integrate with or replace existing processes in different contexts. Although analysis of costs and time was challenging due to limited information around normal practice, we estimate that on the Ambition Institute pilot programmes, Induction Leads spent less than an hour, coaches just over an hour, and ECTs around one and a half hours on the programme each week. On the Chartered College of Teaching programme, Induction Leads, mentors, and ECTs each spent between an hour and one and a half hours on the programme each week.

Additional findings

COVID-19 meant that we only saw the very early stages of these programmes and both Ambition Institute and the Chartered College of Teaching were continually improving processes and resources. Both organisations were also required to deliver training in order to fit the Early Career Framework, which conditioned their approach.

Each programme demonstrated some promise. With regards to Ambition Institute Programmes A and B, ECTs, mentors, and induction leads who participated in surveys and case studies were generally positive about the support the programme offered. Online materials and associated instructional coaching were perceived by a majority of respondents as being high quality and impactful. Mentor training (including the initial two days of support followed by Coaching on Coaching sessions) was highly regarded. Programme B may have demonstrated more promise as the provision of resources directly to ECTs offered more autonomy for ECTs. The Chartered College of Teaching's programme also demonstrated promise. Those ECTs, mentors, and induction leads who participated in surveys and case studies

reflected that the Chartered College of Teaching's online resources, and the subsequent coaching and observations, were high quality and impactful. Across all three programmes, there were also self-reported improvements in ECT and mentor efficacy; however, these surveys do have limitations due to different samples and low response rates.

There were also limitations identified for the programmes. Case study participants frequently noted that resources across all programmes could be more flexible and could better suit the individual needs of ECTs and mentors (in terms of differentiating for mentor experience and ECT progression, and being flexible enough to provide content when it is needed most rather than in a rigid, sequential manner). Other specific delivery methods were also poorly perceived (such as Ambition's online ECT Sense-Making Clinics, and the Chartered College of Teaching's online discussion forum). There was also limited fidelity to Chartered College of Teaching's instructional coaching model. The majority of surveyed participants across programmes stated that experience of the pilot would make no difference to whether they decided to remain in teaching.

A key challenge to the feasibility of the approaches was insufficient time. Case study participants and survey respondents suggested that both ECTs and mentors perceived this to be a challenge, but it was most acutely felt by mentors. Across all programmes, it appears that the majority of mentors were not able to accommodate the programmes with their existing workloads and this likely contributed to low levels of engagement and attendance in online sessions. Where mentors were given time to deliver the programme, there was greater evidence of promise reported by all mentors, ECTs, and Induction Leads. A connected challenge concerns how the programmes align with in-school and wider system processes and procedures for induction. Some case study school participants reflected that the addition of another programme alongside existing processes led to increased workload and that existing processes were often prioritised (as they provided important contextual, procedural, and logistical knowledge for ECTs). Careful thought is required to consider how the programmes can integrate with, and replace, existing procedures and how schools may be encouraged to prioritise mentoring and coaching as part of the Early Career Framework in order to overcome these logistical barriers.

Given the large amount of online delivery, these programmes are scalable. Some of the online methods used (such as Ambition's online ECT Sense-Making Clinics and the Chartered College of Teaching's online discussion forum) were poorly perceived, however, so may require adaptation, as may be expected following a pilot study.

Introduction

Background evidence

Policy context—the Early Career Framework

Since 2013, the statutory induction of newly qualified teachers (NQTs) in England has fallen to schools and other educational settings. During the first year of teaching after gaining Qualified Teacher Status, teachers are supported by colleagues within schools and, in some cases, within federations of schools, multi-academy trusts, and local education authorities. An appropriate body (commonly a school) is also responsible for confirming that the induction period has been satisfactorily completed (DfE, 2018). Whilst there is little research evidence around the processes of induction, through collaboration with a large number of schools through Initial Teacher Education and research, as well as each having a background as school teachers ourselves, the evaluation team recognise that there is a large variety of practice between schools. Statutory induction processes necessitate observation of new teachers each term and evaluation against the Teachers' Standards. In some settings, the developmental support for NQTs is informal and no structured programme exists. In other settings, extensive programmes of mentoring and development activities are provided. It is less common for dedicated support to be provided to those within their second year of teaching, however, and teachers often join developmental activities in line with more experienced colleagues.

As part of the Teacher Recruitment and Retention Strategy (DfE, 2019b) the Early Career Framework (ECF) was proposed as a means to ensure that all teachers in England receive high quality support in the first two years of their career. For the purpose of this report, we therefore draw on this policy context to define Early Career Teachers (ECTs) as those within their first two years of teaching after gaining Qualified Teacher Status (namely the NQT and NQT+1 years). The Early Career Framework sets out what teachers in England will learn about, and learn how to do, as part of an entitlement to professional development over the first two years (DfE, 2019). The framework draws on contemporary evidence to specify the core of what every teacher should know and be able to do, linked to the Teachers' Standards. However, teachers are still to be evaluated against these standards with the ECF being a frame to support development. The ECF is accompanied by an entitlement of time and funding to support the development of Early Career Teachers. Throughout the pilot evaluation it was understood that, under the support for the Early Career Framework, Newly Qualified Teachers will continue to have timetables reduced by at least 10% in comparison to full time teachers, as has been the case since 2013. Additionally, teachers in the year following their NQT year (NQT+1) will get a 5% timetable reduction. The national provision of additional time for mentors was not yet specified during the pilot but, at the time of writing this report, guidance from the Department for Education (DfE, 2020) suggests that time for mentoring will be allocated and statutory guidance published (prior to September 2021) in relation to the Early Career Framework.

The development of pilot programmes for supporting NQTs and mentors

The ECF and associated package of support was made available in some regions of England in September 2020 and will be rolled out nationally in September 2021. As a response to the outbreak of SARS-CoV-2 at the end of 2019 (COVID-19), support was also made available for up to 3,000 Early Career Teachers working in schools outside of the early rollout areas from September 2020, with a focus on those serving disadvantaged communities.

Prior to this rollout, the Education Endowment Foundation (EEF) commissioned pilot programmes to help identify effective approaches to delivering the Early Career Framework. The pilot programmes were designed for a one-year period, directed at supporting NQTs and their mentors. They thus focused on developing the first year of provision within the two-year Early Career Framework. The evaluation of the programmes aims to inform decisions about which approaches to test subsequently, through quasi-experimental evaluation or randomised controlled trial, and to inform wider roll-out activity through highlighting the affordances, challenges, and barriers in developing Early Career Teachers and the school colleagues who support them. In January 2019, two organisations, Ambition Institute and the Chartered College of Teaching, were appointed to pilot three programmes of support for the first year of the Early Career Framework. These were developed quickly, with delivery starting in summer 2019, and the evaluation process reported here attempts to capture the initial learning of developers and schools. The process evaluation aimed for comparability of factors across the three pilot programmes whilst also evaluating the evidence of promise, feasibility, and readiness for trial of each. The intention, however, was not to draw direct comparison between the three pilots. During this pilot

phase, there was no policy requirement nor quality assurance mechanism to ensure that time was provided within schools for ECTs and mentors to engage with the programme beyond the existing 10% timetable reduction for NQTs.

Evidence base: professional development and instructional coaching

The pilot programmes developed by the two developers built upon existing evidence around support for ECTs, notably the successful EEF pilot project RETAIN (Maxwell et al., 2018; Ovenden-Hope et al., 2018). This in turn built upon a growing consensus around the characteristics of effective continuing professional development (for example, Cordingley et al., 2015). A review by The Wellcome Trust (Cordingley et al., 2018, p. 19) also found that subject-specific collaboration is key to improving teaching and it has been found that teachers who collaborate and engage in CPD have enhanced job satisfaction (OECD, 2018), which is associated with retention (OECD, 2005; Johnson et al., 2012; NFER: Lynch et al., 2016). CUREE (Cordingley and Bell, 2014) suggest that 'joint practice development' characterises professional learning that is more likely to improve student outcomes, and Bell et al.'s (2006) systematic review found that networks can be highly effective in improving teaching and attainment.

However, Sims and Fletcher-Wood (2018) argue that the consensus around professional development draws on research syntheses that focuses too heavily on programme evaluation rather than impact on pupils. They suggest that there is a lack of conclusive evidence around sustained collaboration and subject-specific support in effective CPD. Instead, they support the use of instructional coaching as a way of producing meaningful behaviour change that is likely to have impact. This forms the basis of the Ambition Institute pilot programmes and is integral to the Chartered College of Teaching pilot. As such, instructional coaching forms a central aspect of this pilot evaluation.

Both developers draw upon meta-analysis by Kraft et al. (2018), which shows large effect sizes upon instructional practice and positive effects on student achievement. The review praises virtual coaching models and the use of constructive feedback in development. However, the review also recognises challenges and a lack of evidence around scaling up coaching approaches, citing the difficulty of replicating expertise and potential lower engagement at scale. Reviewers also found variability in quality and a lack of definition of coaching. Dosage effects are not supported by current evidence, which means quality may outweigh quantity of coaching. A specific issue identified is in coaches also being 'evaluators', which may be the case in the pilot schools where mentors are also line managers. The current policy context in England means that statutory induction processes ran alongside the processes of development evaluated within this pilot.

Review of initial set-up and the COVID-19 pandemic

In order to provide timely feedback in the development of policy and programmes around the rollout of the Early Career Framework, the evaluation provided an initial, interim presentation of findings in January 2020 to the EEF, Department for Education, and subsequently the organisations commissioned by the Department for Education to support early rollout of the framework. We also shared early findings with the developers of the programmes at that point.

We therefore had a data collection point in November 2019 as well as the envisaged one at the end of the pilot year. This allowed us to deploy, develop, and test the evaluation methods described later within this report and gather initial evidence around the setup of the pilot programmes. It also provided interim data that we have integrated into the findings and conclusions described. Notably, it also informed the themes deployed in data analysis (see Methods section).

During the first part of 2020, schools in England, along with the rest of society, responded to the COVID-19 crisis. Initially schools made contingency plans and redeployed staff as onsite attendance dropped. Schools in England were closed to the majority of pupils on 20 March 2020. This has obviously impacted upon the evaluation reported here, and our primary focus has always been the wellbeing of all those within the communities this research engages with.

Through discussion with the developers and the EEF, as well as within the evaluation team, we modified our methods so as not to place any undue burden upon school colleagues. The developers continued to support school colleagues remotely, without placing expectations on the way that the pilots were engaged with. The changes we made to methodology will be detailed throughout the report. However, it is important to make clear from the outset that we collected data in May 2020 which aimed at retrospectively reviewing the processes of supporting Early Career Teachers prior to the February half-term break. In combining this with the data collected in November 2019 for the interim report, and the methods which continued throughout the pilot, this report provides an evaluation of the initial set-up of these programmes over autumn and winter 2019/2020. Readers should be aware that these programmes were being

developed over this time and we cannot make strong claims about how these would have continued to develop, although we will relay our evidence of promise, feasibility, and readiness for trial as viewed over the initial set-up period. The Early Career Framework is intended to support new teachers over two years and the pilot was only designed to cover the first year after achieving Qualified Teacher Status. As such, the pilot was always limited in exploring the impact upon teacher in their NQT+1 year.

A further point of note in reading the findings of this report is that the Early Career Framework is not yet enacted within the policy landscape of schools. This means that the evaluation concerns Newly Qualified Teachers, mentors and coaches, and Induction Leads learning about the framework in a context where other teachers have not yet engaged with it. The level to which schools were able to provide additional time to mentors and Induction Leads to engage with the pilot programmes varied by setting.

Ambition Institute and a consortium led by the UCL Institute of Education are amongst those delivering early rollout of support around the ECF in 2020. The evaluation team for the pilot reported on here was commissioned in March 2019 and have remained as independent evaluators throughout.

Pilot programmes

This report describes the evaluation of three pilot programmes that aimed to support Early Career Teachers through developing in-school mentoring as well as, in two cases, through direct support. The evaluation will therefore provide further evidence around support for school mentors, ECTs, and the Induction Leads who coordinate such programmes within schools, specifically in relation to the Early Career Framework which will be rolled out nationally from September 2021. The framework specifies approaches which ECTs should be familiar with, lengthens the induction period for NQTs to two years, and increases the entitlement of ECTs to support and training. Mentor quality is crucial to ensuring that ECTs are well supported, as is the wider school capacity for enabling strategies to be enacted. The three pilot programmes commissioned used three different models of supporting ECTs, mentors, and Induction Leads over the first year of induction. Two programmes were developed by a team from Ambition Institute, namely:

- Programme A—provided intensive mentor training, introductory training for Induction Leads, resources and a coaching guide for mentors.

- Programme B— – provided intensive mentor training, introductory training for Induction Leads, resources and a coaching guide for mentors, as well as resources and direct coaching to ECTs.

A further model of ECT support was developed by a team at the Chartered College of Teaching:

- *Programme C—a fully online programme of training and support for both mentors and ECTs with some content also available for Induction Leads and other schools leaders.*

Pilot programmes developed by Ambition Institute

The two programmes developed by Ambition Institute were very closely related so in this report we treat them together; we evaluate the common components of both whilst highlighting the differences in approach and subsequent differences in impact within the initial set-up period.

The short description that follows is based on the Template for Intervention Description and Replication (TIDieR) checklist, which should be read in conjunction with the logic models (Figures 2a–2d).

1. Brief name: Early Career Support.

2. Why (rationale/theory)? The following rationale was provided by Ambition Institute in June 2019:

Little current professional development in schools is effective in influencing pupil achievement (CUREE, 2011). In particular, support to ECTs is variable (Hobson et al., 2009a; Hobson and Malderez, 2013; Maxwell et al., 2018; NFER, 2018). Any national rollout of reforms, affecting over 50,000 ECTs and mentors annually, will therefore face a huge challenge offering consistently excellent support to ECTs. This challenge is largely driven by a significant gap in the

system's capacity to provide high-quality mentors, at two levels: the ability to coach ECTs effectively, and the understanding of good teaching.

Mentors who employ an effective model help ECTs to perform significantly better (Giebelhaus and Bowman, 2002) and meta-analysis supports Instructional Coaching as a promising model (Kraft et al., 2018); yet the current quality of mentoring approaches in schools is highly variable (Carter, 2015; Hobson et al., 2009a; NFER, 2018).

Mentors need a clear model of good teaching to support ECTs effectively (Feiman-Nemser, 2001; Ronfeldt, 2018)—particularly given the emphasis in the ECF on evidence-informed teaching practices. Whilst the ECF provides a clear frame for knowledge of teaching, we know that the extent to which teachers hold this knowledge is highly variable. For example, teachers in England do not always have a strong grasp of assessment approaches (Millard et al., 2017), subject-specific strategies (Brown et al., 2016; Hodgson, 2014), or more general pedagogical approaches (Dekker et al., 2012; Howard-Jones, 2014; McNamara et al., 2017). Whilst those chosen to be mentors may have stronger knowledge of teaching practices than other teachers, this cannot be assumed. The pilot programmes therefore support development of mentor and ECT knowledge in ECF areas.

3. Who (recipients)?

Programme A: Induction Leads in schools (pupil ages 5 to 18) and alternative provision settings in England and mentors of ECTs starting their NQT year in September 2019.

Programme B: Induction Leads, mentors of ECTs starting their NQT year in September 2019 and ECTs starting their NQT year in September 2019.

4. What (materials)?

Mentors will have access to a detailed 'Coaching Guide'. The coaching guide provides scripted weekly Instructional Coaching conversations aligned to a strand of the ECF. The guide helps to support mentors, regardless of their experience and expertise in both mentoring and teaching. It provides exemplification at each step of the coaching model to ensure clarity in mentoring to support understanding of the ECF content. In addition, mentors will have access to online content and asynchronous online videos (which can be watched at any time). The online content will provide a suite of videos and accompanying resources to bring to life the knowledge needed to both understand the key components of the Early Career Framework and the Instructional Coaching model itself. Mentors will have access to foundational videos for each of the ECF's curriculum strands and specific steps of the Instructional Coaching model.

ECTs completing Programme B will have access to weekly online content exemplifying the most challenging areas of ECF with associated tasks. The online content will include resources such as weekly videos which will set and model exemplar practice across a range of areas of teaching. They will communicate key research and literature that underpins what is being taught and provide regular, easily accessible models that teachers can use on an ongoing basis.

Tables 1 and 2 below outline in more detail the components available to ECTs and mentors as part of the Ambition Institute's programme.

Table 1: Components of Ambition Institute pilot programmes for early career teachers

Component	Detail
Component 1 Instructional Coaching	Instructional Coaching entails an expert teacher working alongside a novice within a personalised, classroom-based, observation-feedback-practice cycle. Done effectively, the same specific skills will be revisited multiple times with the expert providing clear, easy to interpret feedback specifying both what and how the novice needs to improve. Its impact, with novice learners especially, has been documented. For the early career support programme, ECTs will benefit from clear and structured coaching which will move their practice on.
Component 2 Online content including weekly videos	Online content including weekly videos will set and model exemplar practice across a range of areas of teaching. The content will communicate key research and literature that underpins what is being taught and provide regular, easily accessible models that teachers can use on an ongoing basis.
Component 3 Sense Making Clinics	- Sense Making Clinics will enable ECTs to: - reiterate key content (e.g. go over validity and reliability); - check for understanding (e.g. ask teachers to provide an example of how to make assessments more reliable); and - clarify misconceptions (e.g. there is no such thing as a perfectly reliable test; summative assessments can happen frequently; you just likely can't make valid inferences from them).

Table 2: Components of Ambition Institute pilot programmes for mentors

Component	Detail
Component 1 Coaching on Coaching	Mentors will receive termly feedback on their Instructional Coaching of their ECTs. Mentors will film an Instructional Coaching conversation and then receive feedback and a structured conversation with the aim of providing feedback from an experienced coach, addressing any misconceptions of the process and ensuring that time is given for reflection.
Component 2 Online content: asynchronous videos	Online content will provide a suite of videos and accompanying resources to bring to life the knowledge needed to both understand the key components of the Early Career Framework and of the Instructional Coaching model itself. Mentors will have access to foundational videos for each of the ECT curriculum strands and specific steps of the Instructional Coaching model.
Component 3 Peer Learning Groups	Peer Learning Groups will enable mentors to: - problem-solve around common Instructional Coaching issues; - clarify common misunderstandings about the Early Career Framework content; and - network with mentors from local school clusters.
Component 4 Face-to-face	At the beginning of the programme, mentors will be invited for two days of face-to-face content that will provide them with an overview of the programme, a better understanding of the Early Career Framework, and an introduction to the Instructional Coaching model.

5. What (procedures)?

Facilitators are recruited from an experienced pool of facilitators at Ambition Institute. At the beginning of the programme, Induction Leads will attend a half-day, face-to-face conference which will provide them with an overview of the programme and their role in supporting the programme to be successful. This will also include a high-level overview of Instructional Coaching. During the course of the programme, Induction Leads receive engagement data to support them with in-school follow-up.

Mentors will attend two days of face-to-face content at the start of the programme. Day one will provide them with an overview of the ECF and an overview of the early career support programme, including an introduction to the curriculum and guidance on their role within the pilot programme. Day two will be an introduction to the Instructional Coaching model and how this is deployed within the pilot programme. Mentors also attend facilitated 'Peer Learning Groups' each half term. In addition, mentors receive 'Coaching on Coaching' each term. They will receive termly feedback on their Instructional Coaching of their ECTs. Mentors will film an Instructional Coaching conversation. The conversation will be used in a structured conversation with an experienced coach, addressing any misconceptions of the process and ensuring that time is given for reflection. Induction Leads will be encouraged to attend Coaching on Coaching sessions in order to better understand the coaching processes used by mentors. *Programme B only:* Induction Leads will deliver the final term's Coaching on Coaching session. ECTs receive either weekly or fortnightly (at the discretion of the school) Instructional Coaching from their mentors. *Programme B only*: ECTs engage in weekly online content, and attend facilitated 'Sense-Making Clinics' every three weeks.

6.   Who (implementers)?

The facilitated sessions (Induction, Peer Learning Groups, and Sense-Making Clinics) are delivered by expert facilitators in teacher education from Ambition Institute (or the Multi-Academy Trust within the pilot). The same school-based coach should work with an ECT across the academic year. Induction Leads within schools will be invited to 'Coaching on Coaching' to develop their own skills as coaches, and so that they take over the 'coaching of coaches' role in supporting their mentors.

7.   How (mode of delivery)?

This ECT support programme will be conducted using a number of different components across one academic year. Initial conference days are face to face and then further components are virtual (online). See tables above.

8.   Where (setting)?

Mentors:
  * Induction—face to face delivery in regional clusters in England;
  * 'Peer Learning Groups'—virtual twilight sessions after school;
  * Online content: Asynchronous videos—virtual, accessed independently; and
  * 'Coaching on Coaching—virtual, during the school day or after school.

ECTs:
  * Instructional Coaching—weekly or fortnightly in school;
  * Programme B only: online content including weekly videos—virtual, accessed independently; and
  * Programme B only: 'Sense-Making Clinics'—virtual twilight sessions after school.

9.   When and how much (dosage)?

The programme includes three terms of sequenced content that an ECT will work through. In addition, an underpinning self-regulation strand features within core programme activities, within each strand, and within reflection on the programme.

Each term, ECTs focus on a strand within one of the following content areas designed by Ambition Institute in relation to the ECF: Content Area 1: Curriculum; Content Area 2: Assessment; Content Area 3: Instruction; and Content Area 4: Behaviour.

Each content area has three strands which are designed to ensure that the ECT's mental model develops and sustained focus on classroom practice occurs. They are:

Assessment 1	Instruction 1	Behaviour 1	Curriculum 1
Assessment 2	Instruction 2	Behaviour 2	Curriculum 2
Assessment 3	Instruction 3	Behaviour 3	Curriculum 3

The strands are delivered to the ECT through weekly or fortnightly Instructional Coaching from the mentors, resourced with a coaching handbook, which guides focus and gives exemplar Powerful Action Steps. 'Powerful Action Steps' are an integral part of the pilot programmes and provide targets for development as well as the mode of achieving those targets. Additional support is provided for mentors through optional online content to support knowledge development where needed.

An ECT will remain on a strand for the duration of the term. The strands are to be completed in order (starting with 1) and it is not assumed a teacher will necessarily focus on one area for the whole year (while a teacher might do Assessment 1, Assessment 2, and Assessment 3, they might also do Assessment 1, Behaviour 1, and Curriculum 1 or Assessment 1, Assessment 2, and Curriculum 1).

Programme B only: Online content for ECTs will include a range of video, narrated presentation, reading, and associated tasks delivered through a virtual platform.

10. Tailoring

Mentors select a strand each term for their ECT. The choice will be influenced by knowledge gained from areas such as the ECT action plan, observation of their classroom teaching, conversations with the ECT, and mentor reflection on guided questions. Mentors are able to change the focus on the first term within the first two to three weeks as it is understandable that a full picture of the needs of the ECT might not be defined.

This strand will highly scaffold the selection of action steps. Each week, mentors will be given an area of focus (for example, they might focus on lesson objectives, hinge questions, or underload depending on the strand or week) with pre-populated action steps which they can choose to use, adapt, or replace.

As mentors grow in competence to deliver the coaching model with fidelity, as well as diagnose the highest leverage area of need, they will be able to set their own action steps separate from the pre-populated list.

11. How well (planned)?

Effective implementation requires training mentors in all pilot schools before they deliver Instructional Coaching. This conference-based training for mentors will consist of models, practice, and feedback.

Effective implementation will require support from the Induction Lead to ensure that Instructional Coaching sessions are scheduled and supported within the school week.

Figure 2a: Logic model for Ambition Institute Programme A
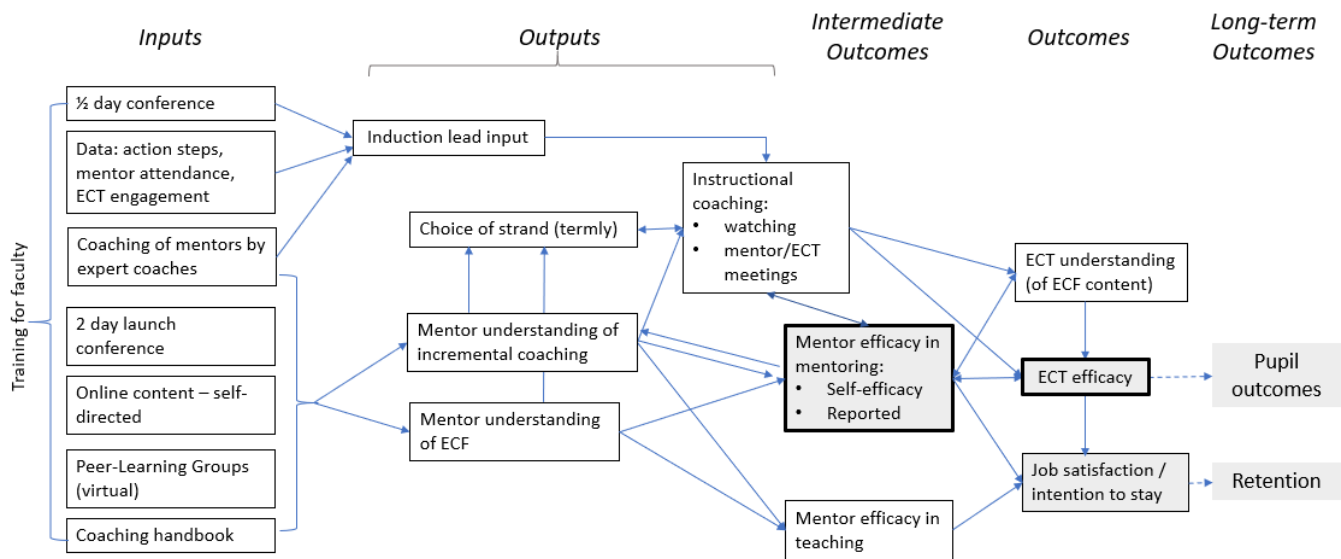
Please note that 'faculty' refers to Ambition Institute staff.

Figure 2b: Logic model for Ambition Institute Programme A, also showing moderators
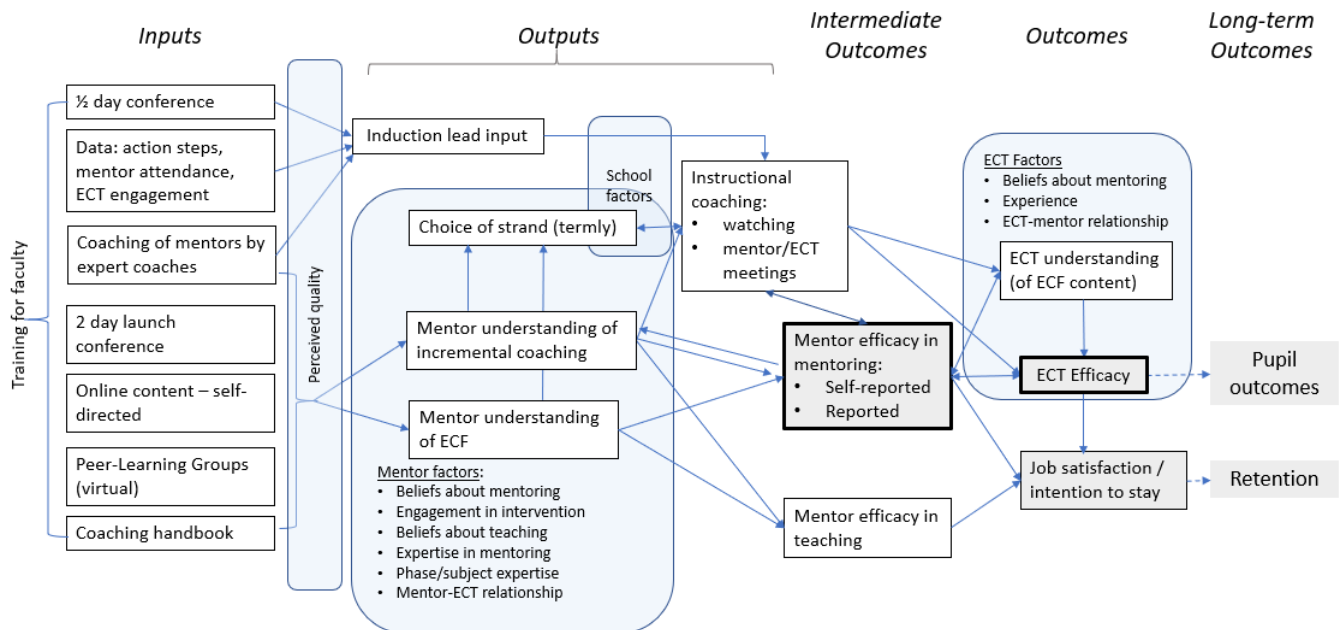
Figure 2c: Logic model for Ambition Institute Programme B
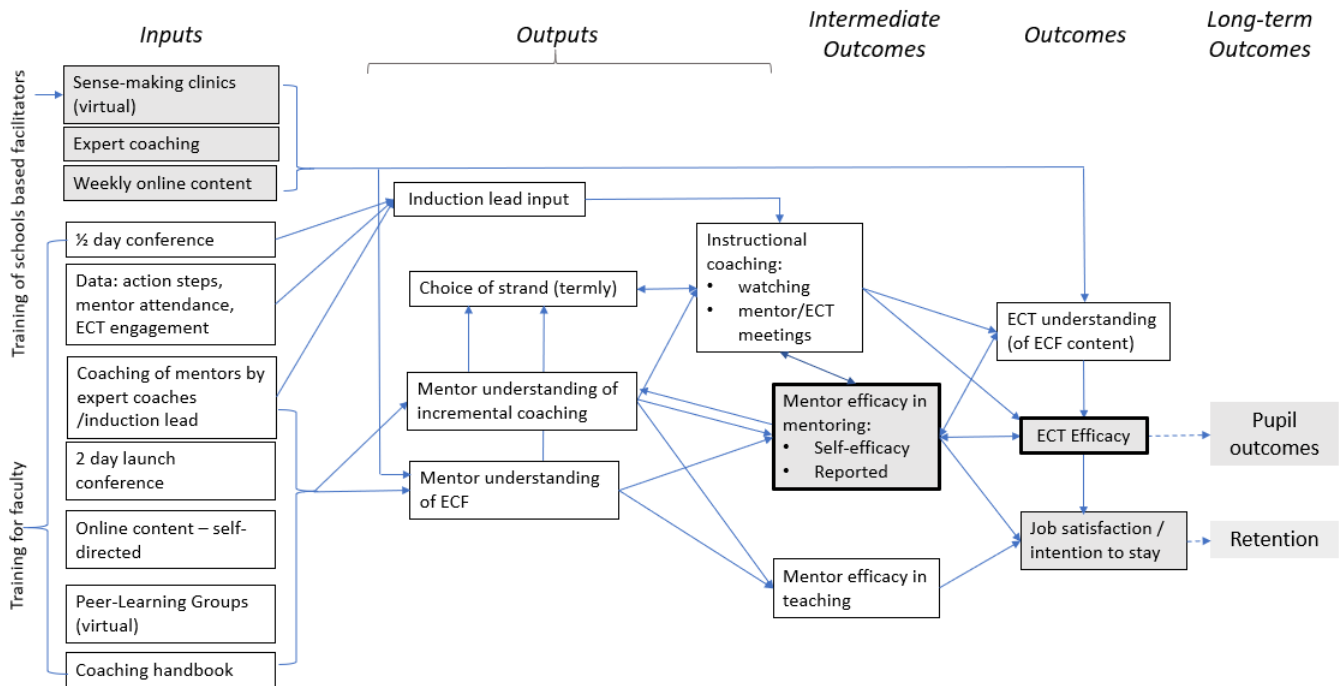
Please note that 'school based facilitators' are experienced teachers who will be trained by Ambition Institute to deliver aspects of the programme. ECTs and mentors in Programme B received this additional input, whereas in Programme A coaching was by the school-based coach only.

Figure 2d: Logic model for Ambition Institute Programme B, also showing moderators
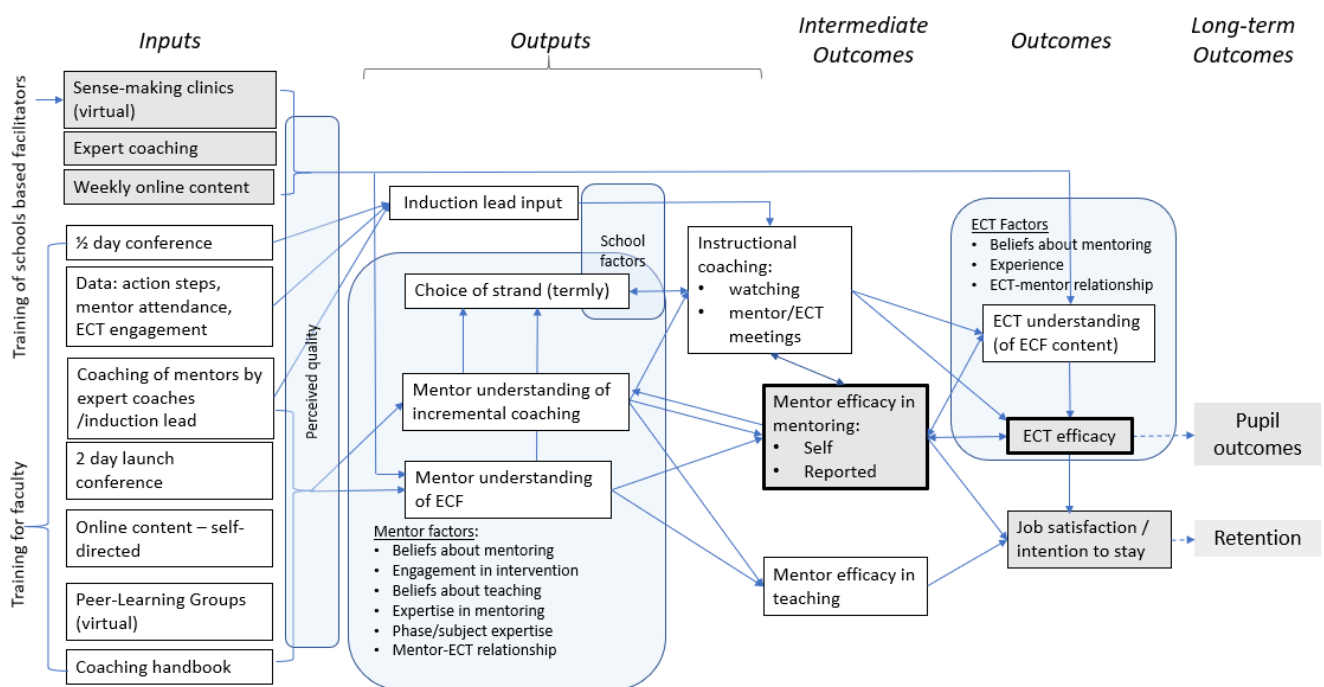
These logic models were agreed with Ambition Institute in June 2019.

Programme developed by the Chartered College of Teaching

The short provisional description that follows is based on the Template for Intervention Description and Replication (TIDieR) checklist, which should be read in conjunction with the logic models (Figures 4a and 4b).

1. Brief name: Early Career Support—online teacher development.

2. Why (rationale/theory)?

The following rationale was given by the Chartered College of Teaching in June 2019:

We know that retention of our teachers is one of the biggest challenges our profession faces, with those teachers in the first two years of their career most likely to describe their workload as unmanageable. If teaching is to be seen as a world class profession, our teachers need access to support as soon as they enter the classroom. The release of the ECF seeks to address this challenge. In-school mentors, coaches, and continuing professional development (CPD) leads will play a key role in the success of the ECF, but funding pressures and capacity challenges in schools mean that the high-quality support ECT's need currently varies (Department for Education, 2018). This pilot programme will provide coaches and mentors with the greatest level of support for their knowledge around the content of the ECF as well as Instructional Coaching skills' development. This pilot programme is delivered online to ensure scalability, consistency, and long-term cost-effectiveness whilst taking advantage of the affordances and scalability of digital technology.

3. Who (recipients)?

ECTs starting their NQT year in September 2019 in schools (pupil ages 5 to 18) and alternative provision settings in England as well as their mentors and Induction Leads in those settings.

4. What (materials)?

ECTs and their mentors access a range of resources in a structured online course to support a model of Instructional Coaching in their mentor meetings and observations. Live webinars supplement individual study of video and written content, and participants will be allocated to groups for peer activities, feedback, and discussion facilitated by a course tutor. The course is completed online across six modules (with one preparatory module for mentors and school leaders).

5. What (procedures)?

Mentors access an online preparatory module to prepare them for the year-long programme with materials to introduce the Instructional Coaching model (outlined in Figure 3 below) that they will use with their mentees and guidance for making the most of learning online.

Figure 3: Chartered College of Teaching instructional coaching model

Mentors will then access modules 1–6 ahead of their mentees between September and July to engage with the learning content for an hour each week, interact with fellow mentors, and plan for mentor meetings and observations, which will typically take place at least fortnightly with two 30-minute coaching observations half-termly.

ECTs access the six modules of ECF online learning content between September and July for an hour each week, discuss it with fellow ECTs, and reflect on it to prepare for meetings and observations with their mentor.

School leaders access an online preparatory module from June to prepare them for supporting their school's professional learning culture so that it supports effective mentoring. They are able to view the content of modules 1–6 and a variety of options are made available for providing access to this learning for other teachers in their school.

Each of the six online modules comprise a mix of video content, written text, and discussion. Module 1 ('high expectations'—'professional behaviours') focuses on teacher well-being, engagement in professional development, and using research evidence to inform teaching practice. In addition, module 1 explores how teachers can influence the attitudes, values, and behaviours of their pupils through developing a culture of mutual trust and respect to support effective relationships. Module 2 ('managing behaviour'—'how pupils learn') explores classroom climate by looking at productive routines and approaches to dealing with low-level disruption, as well as the role of knowledge and memory in learning. Module 3 ('how pupils learn'—'classroom practice') focuses on the science of learning, the importance of regular recall, questioning, explanations, and modelling. Module 4 ('classroom practice'—'adaptive teaching') busts myths about learning styles and differentiation and looks at how scaffolding, worked examples, and collaborative working can support learning. Module 5 ('subject and curriculum'—'assessment') addresses the importance of secure subject knowledge and curriculum design, technical aspects of assessment, and feedback and strategies for reducing workload. Finally, Module 6 ('subject and curriculum'—'professional behaviours') continues to explore the importance of secure subject knowledge and the responsive teaching approach, and discusses the relationships required for effective pupils' learning with teaching assistants and the SEND team.

All online learning content is developed and facilitated by Chartered College of Teaching staff who monitor engagement with the content, provide feedback, and communicate activity details throughout the programme.

6. Who (implementers)?

Chartered College of Teaching staff design and facilitate the online learning for all participating Induction Leads, ECTs, and mentors. Mentors support the learning of their ECTs through the use of an Instructional Coaching model (see Figure 4). The school's nominated leaders will enable the intervention by providing the conditions for professional learning to take place.

7. How (mode of delivery)?

A year-long online programme.

Additionally, at least fortnightly meetings between mentors and their ECTs and two, half-termly 30-minute observations using an Instructional Coaching model.

8. Where (setting)?

On a Chartered College of Teaching online platform (where possible enabled during school time) and face-to-face in regular mentor meetings and observations.

9. When and how much (dosage)?

The online learning will be available to mentors between June 2019 and July 2020, and to NQTs between September 2019 and July 2020. There will be around one hour of learning content to engage with each week. Where possible this will take place during school time. This will be supported by a model of Instructional Coaching which will take place between the ECT and their mentor through at least fortnightly meetings and two 30-minute coaching observations half-termly.

10. Tailoring

Additional learning materials and separate discussion spaces will be provided for a group of Key Stage 1 and a group of secondary English ECTs and their mentors. School leaders will have access to the six modules to tailor the content for other staff in the school for wider CPD as they wish. All six modules will provide a number of individual reflection activities so that learning can be continually applied to each teacher's context and needs.

11. How well (planned)?

Effective implementation requires support from school leaders to provide the time and space, within directed time, for the online learning and mentoring to take place. The preparatory module provides ways in which this can be achieved as well as broader ideas about professional learning cultures that can support ECTs. Effective implementation requires mentors to use the Instructional Coaching model with their ECTs in meetings and observations. They will be introduced to the model in the preparatory module. Each of the programme's six modules will contain further guidance and practice opportunities. Effective implementation requires engagement from all parties. The online tutor or project lead, as appropriate, will proactively communicate with participants, mentors, and school leaders to enable engagement with the programme. There will be additional reporting procedures where concerns over engagement are identified through system analytics or other contact.

Figure 4a: Logic model for the Chartered College of Teaching programme (Programme 3)
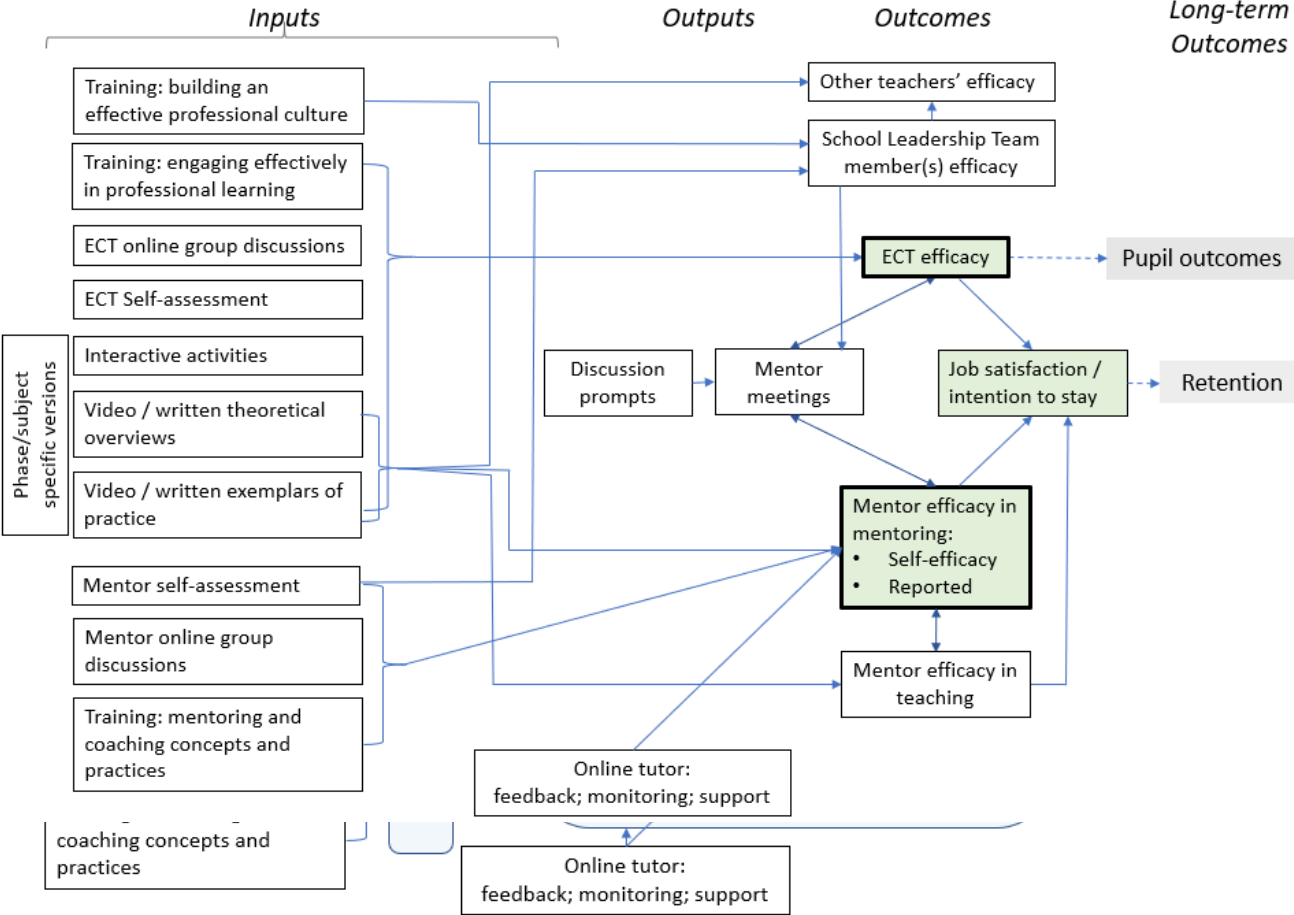
Figure 4b: Logic model for the Chartered College of Teaching programme, also showing moderators

Research questions

As this evaluation was of pilot programmes, it focused upon salient dimensions as indicated in Humphrey et al.'s (2016) 'Implementation and process evaluation (IPE) for interventions in education settings', namely *evidence of promise*, *feasibility*, and *readiness for trial*. Evidence of promise also relates to whether the theory of change, as described in the above descriptions and logic models, is supported by the evaluation. The purpose of this evaluation is therefore to provide feedback upon the approaches to supporting mentoring of ECTs, both in order to develop and inform further trials in the future, but also to provide immediate feedback to schools and policymakers at a time when support of ECTs is being closely considered.

After discussion with Ambition Institute, the Chartered College of Teaching, and the EEF, we derived the following specific research questions for each pilot programme relating to the above dimensions of interest:

Evidence of promise: Is there evidence to support the theory of change?

1)   How does the intervention influence ECT efficacy?

2)   How does the intervention influence mentor efficacy/quality?

3)   How do mentors/mentees/leaders rate the promise of the intervention?

4)   Is the mentoring/coaching model adopted with fidelity?

5)   Does the intervention support job satisfaction (a mediator of retention)?

Feasibility

1)   Is the intervention feasible in relation to workload?

2)   Can the elements of each intervention be accessed by participants in an equitable way?

3)   Does it fit school systems and priorities?

4)   What are the affordances and barriers of the intervention?

Readiness for Trial

1)   Does the logic model adequately describe causal mechanisms?

2)   Is it cost effective?

3)   What are the barriers to taking the pilot programme to scale?

4)   Are there any delivery risks?

Ethical review

The trial was approved by UCL IOE Research Ethics Committee: REC 1211, on 2 April 2019. In April 2020 we submitted a minor amendment notification to the ethics committee in order to ensure that our procedures were ethically sound in regard to moving to online interviews of teachers, and the associated data storage. This was approved on 27 April 2020.

We processed personal data for public interest purposes (see data protection below). Nevertheless, we provided opportunities for participants to withdraw their data from the research. Subsequent data processing did not impinge on anyone's rights and met our responsibilities to the BERA Ethical Guidelines for Educational Research (particularly regarding informed consent, openness, and disclosure).

Participants were informed of the research through information sheets distributed before the first survey point (prior to pilot programmes starting). Information sheets and withdrawal forms explained the programme and the research being conducted, provided opportunities to ask questions, and gave clear steps if participants wished to be withdrawn from any associated data processing. The sheet and form also made it clear that data could be withdrawn at that point or at any point during the research so ensuring that participation was the result of continued consent. These forms are available in Appendix E1. Dedicated consent documentation for the case studies is included as Appendix E2 and updated versions (for online interviewing) as Appendix E3.

Neither this evaluation report nor any subsequent academic publications will include reporting that could allow for the identification of particular schools, teachers, or pupils that participated in the research. Evidence of promise will be reported as aggregated statistics. Case study data-reporting ensures references to individual schools and teachers are anonymised or removed where residual risk of identification remains.

Data protection

Data was be processed in line with data protection legislation (including the General Data Protection Regulation, GDPR), and in line with the interests of the participants. The project is registered with the UCL Data Protection Officer (registration number: Z6364106/2019/04/104, social research). UCL has carried out an assessment of their legal basis for processing data. Data was processed by UCL on the basis of the public task purpose (as per condition 6(1)e of the GDPR), and by HTSA on the basis of the legitimate interest purpose (as per condition 6(1)f of the GDPR). UCL has reviewed current ICO guidance and has determined that this research forms part of its performance of a task in the public interest as one of its core purposes provided for in its Charter and Statutes.[1]

The collection of ethnicity data is recognised as a special category and is justified by article 9(2) of the GDPR. We collected this to allow research into whether there are differing perceptions of mentoring, or job satisfaction or intention to stay in the profession, amongst self-declaring BME teachers. This is a research interest of the evaluation team rather than a focus of this evaluation. Providing ethnicity information was optional and more broadly we made clear that declining to provide data for evaluation does not limit participants receiving the pilot programme.

Participants were informed of the proposed data processing and given an opportunity to object to this and withdraw their data (see appendices E1, E2, and E3). The information provided to participants explained in non-technical language the purposes for processing the data, that they could object to this and that this would be respected, the categories of data that we processed, and that the data processing was compliant with the GDPR and data protection legislation. The contact details of the processing organisation were also provided. Further details on the lawful basis for data processing were available on request.

[1] ICO guidance may be found here: https://ico.org.uk/for-organisations/guide-to-the-general-data-protection-regulation-gdpr/lawful-basis-for-processing/public-task/

The evaluation team at UCL carried out a data protection impact assessment and put in place a data management plan. As part of this data management plan, data was checked and cleaned to ensure the GDPR principle (d) of accuracy is met.

Data security

All personal data collected or obtained as part of this project will be treated as 'highly restricted' under UCL Data Protection classification guidance. The following data was collected:

Personal data

name;

email address;

age;

employing school name and postcode;

associations with mentors and/or mentees in the same school;

role in school;

number of years in profession and in role;

subject (degree) background;

route through which they trained to be a teacher;

data around engagement with aspects of the course—learning goals ('steps') and assessment against them, presence at online sessions, and data about logins and downloads; and

ethnicity.

Sensitive personal data—ethnicity

All personal data is stored, processed, and analysed on the UCL Data Safe Haven (DSH), the technical infrastructure that UCL has built specifically to host sensitive research data.

Qualitative data is pseudonymised and stored in a secure folder on the UCL network within a project folder only accessible to project team members (using appropriate access control methods), and the pseudonymisation key stored on the DSH. Fieldnotes and audio recordings were stored in a locked filing cabinet within a locked office at UCL to which only the evaluation team will have access.

Some data transfer was necessary between collaborators on this project—UCL, Ambition Institute, and the Chartered College of Teaching. This was conducted by making a secure remote connection (VPN) to the university network and transferring data across this. In addition, the data was encrypted before sharing using a password shared between research team members by separate communication.

Online surveys for teachers were administered through UCL's REDCap survey system whereby data is uploaded directly to the DSH in an encrypted form.

A risk assessment was conducted for the storage, processing, and transfer of all personal data for this evaluation. Team members undertake regular annual data security training.

The DSH environment is certified to ISO27001:2013 with BSI, certificate number: IS 612909. The most recent external audit was in May 2017. The hosting is on a thin client system (DSH) with dual factor authentication. This is a multi-user system with permission-based access control. The DSH is subject to penetration testing on an ongoing basis. The DSH has its own firewall separating it from the UCL corporate network and the UCL network has a corporate firewall with a default deny policy for inbound connections. The DSH remote access mechanism is protected by a SSL certificate issued by Terena as well as DualShield dual factor authentication, which couples an Active Directory password with

token-based authentication. Connections are AES256 encrypted. Data is transferred into the DSH system via a secure gateway technology which uses SSL/TLS with data retained via policy and systems that prevent data leakage.

Identifiable data was kept until publication of this report. We will keep pseudonymised data beyond this period for the purpose of supporting submissions and revisions to submissions to academic journals. It will be kept for no longer than ten years in line with UCL's guidance on retention of records for research.

UCL signed a data sharing agreement with Ambition Institute and one with the Chartered College of Teaching outlining data security and protection issues.

Project team

Ambition Institute development and delivery team

Genevieve Field, Dean, Teaching Programmes: Early Career Support programme lead.

Kyle Bailey, Associate Dean, Learning Design: Early Career Support design lead.

Kristy Young, Fellow, Teaching Programmes: Early Career Support delivery lead.

Chartered College of Teaching development and delivery team

Hannah Tyreman, Head of Online Learning and Community: curriculum design, writing, and programme facilitation.

Cat Scutt, Director of Education and Research: curriculum design, writing, and programme facilitation.

Flora Cantacuzino Levy, Teacher Development Design Manager.

Kieran Briggs, Learning Platforms Manager: online learning platform management and development.

Alyssia Frankland, Digital Learning Content Officer: digital learning content creation and administration.

Jane Anderson, project manager.

UCL Institute of Education Evaluation Team

Dr Mark Hardman, Principle Investigator: overall direction and lead on qualitative methods.

Dr Becky Taylor: surveys and quantitative methods.

Dr Caroline Daly: support survey and case study/interview design and qualitative analysis.

Polly Glegg: case studies and qualitative analysis.

Beth Stiasny: case studies and qualitative analysis.

Dr. Haira Gandolfi and Dr. Claire Pillinger (research associates): case studies, quantitative and qualitative analysis, and administration.

Prof Jeremy Hodgen: advising the team on research design and analysis.

Prof Martin Mills, Head of Centre for Teachers and Teaching Research: deploying staff and advising the team on research design and analysis.

Methods

Recruitment

Both Ambition Institute and the Chartered College of Teaching invited expressions of interest through existing contacts and members and through various media channels. From schools expressing an interest they recruited a sample of schools across England, aiming for some diversity in terms of the number of pupils, Ofsted rating, and percentage of pupils receiving free school meals (FSM pupils). Recruited schools included alternative provision settings and special schools, but otherwise excluded non-state schools. Schools were not recruited from the regions in the north west and north east of England in which the Early Career Framework is being rolled out during the 2020/2021 academic year.

Within the schools selected, the pilot programmes proceeded with as many of the mentors and NQTs as possible. The exception is those ECTs training through the Teach First PGDE programme as this is a two-year programme that already includes support during the year in which teachers are newly qualified. Ambition Institute was working closely with a multi-academy trust as a 'delivery partner' and we saw this as an opportunity to explore any affordances and barriers around this way of working. As such we created a subgroup of these schools. The Chartered College of Teaching was able to produce specialised resources for Key Stage 1 and secondary English and this allowed us to explore the affordances of these differing resources also, so we created two further subgroups. With these eligibility criteria and considerations, we agreed with the developers and the EEF the following recruitment targets:

Programme A (Ambition Institute): ten primary and ten secondary schools (including alternative provision/special schools if possible);

Programme B (Ambition Institute): ten primary and ten secondary schools (including alternative provision/special schools) and an additional ten schools (primary and secondary) belonging to a single multi-academy trust acting as a delivery partner;

Programme C (Chartered College of Teaching): 30 to 40 primary and secondary schools including at least ten teachers making up a phase-specific group at Key Stage 1 and ten teachers to make up an English subject-specific group at secondary.

In order to understand better the impact of the pilot programmes upon mentoring and NQTs, we also planned to deploy a comparison group survey to understand better 'normal practice' around processes of supporting ECTs. We intended to recruit a purposeful sample of schools having comparable characteristics to those within the programmes, hoping for upwards of 70 schools to be involved. As discussed earlier in this report, we took the decision not to recruit to the comparison survey due to the COVID-19 outbreak.

The participants recruited to the pilot programmes, as well as discussion of attrition, are detailed later in the report (under Findings). Both developers were able to recruit quickly to the programmes, which may be taken as an indicator of the desire for such programmes within the education community as well as the reach and efficiency of the developers.

Data collection

Overall approach

During such a short pilot, it is necessary to focus upon indicators of change that relate to the research questions and which can be meaningfully assessed over the year. The methodology (see Table 3) aimed to provide evidence of promise, feasibility, and readiness for trial after a single term of the pilot programmes (for initial reporting), with a deeper understanding of these dimensions at the end of the year. We adjusted the data collection in May to reflect a retrospective view of the programmes before schools closed due to the COVID-19 outbreak. We deployed tools and measures that allowed comparison across the three pilot programmes whilst ensuring that the unique elements of each route were rigorously evaluated. Table 3 presents the elements of the overall approach.

Table 3: Evaluation methodology

Method	Detail	Sample	Timing
Online surveys	Three surveys including items common across pilot programmes and items specific to each model.	All mentors, mentees, and a senior leader from each school.	Pre-training, November 2019 and May 2020.
In-depth case studies	Interrogation of materials, interviews, and observation of coaching and mentoring sessions.	20 schools (see below).	Visits in November 2019 and online interviews in May 2020.
Review of programme elements	Members of the research team used their experience as teacher educators to evaluate elements of the programme.	Online sessions were sampled, and materials accessed, pertaining to each programme component.	Throughout the pilot.
Engagement data	Data collected by evaluators around access to materials and completion of tasks and/or setting of targets ('Action Steps').	All available data.	Collected at regular intervals and analysed in December 2019 and June 2020.

Mixed methods research designs allow the complementary use of quantitative and qualitative data and are well established within methodological literature, although they vary in characteristics (Teddlie and Tashakkori, 2012). Broadly, we characterised the use of surveys as providing a sense of how participants across the pilot programmes rate aspects of the programmes and the impacts upon them. Qualitative data aimed to capture participants' experiences and perspectives as key stakeholders. Since the participants themselves were the targets for changes in professional knowledge and practice, their engagement and views were explored in depth via semi-structured interviews and observation of mentoring sessions. Qualitative data was collected within 20 case study schools, which allowed researchers to engage with the specifics of particular contexts and their impacts on participants' experiences.

Evidence from NQTs, mentors, and Induction Leads was key to ensuring that the voices of multiple participants were valued both across and within each pilot programme. Our analysis of the surveys, interviews, and observations allowed interrogation of how far these parties in each school corroborate promise, feasibility, and readiness for trial, and what the differences are in their reported perspectives.

We are mindful of the developing critiques around the assumption that different data types can be simply integrated (for example, Uprichard and Dawney, 2016) and indeed that research provides objective views of the phenomenon being considered (St. Pierre, 2018). We are therefore aware of the role of the research team in interpreting and developing evidence and situate the outcomes of this project as emergent from the interactions between evidence, the lenses the researchers brought to the project, and the focus of developers and the EEF. We describe the ways in which we brought together different sources of evidence in presenting the discussion of the findings.

Development of logic models

Logic models allow the framing and implementation of educational evaluations (Coldwell and Maxwell, 2018). By visualising a theory of change, this allows evaluation of how different components of an intervention relate to one another and for the processes involved to be interrogated. Each developer produced a simple flow diagram as part of their set-up meetings with the EEF and we as evaluators then met with key colleagues from each developer team for an Intervention Delivery and Evaluation Analysis (IDEA) workshop in May and June 2019. During these workshops, we

asked a series of structured questions and together devised the logic models included in the description of interventions above (Figures 2a–d and 4a–b). Despite the complex nature of these pilot programmes, we were able to separate out anticipated inputs, outputs, intermediate outcomes, outputs from the programmes, and expected long-term outputs. We were also able to discuss and include in the logic models moderating factors. The logic models were then used to focus the indicators discussed below, to refine the research questions and to establish the most appropriate methods to deploy in evaluation.

Indicators

Following two set-up meetings and an IDEA workshop with each developer, as well as interrogation of relevant literature, we determined a set of indicators of promise, feasibility, and scalability in order to facilitate focus upon the research questions. These are shown in Table 4 below. For completeness, we here include reference to the intended comparison survey, which did not take place due to the COVID-19 outbreak.

Table 4: Indicators by research question, and methods

Dimension	Research Questions	Indicators	Methods
Promise/ support for theory of change	1) How does the pilot programme influence ECT efficacy?	ECT efficacy: self + mentor ratings	Survey pre-Nov–May (vs comparison)
	2) How does the pilot programme influence mentor efficacy/quality?	Mentor efficacy Mentor self-efficacy in relation to ECF Mentor-mentee relationship	Survey Nov–May (vs comparison)
	3) How do mentors, mentees, and leaders rate the promise of the programme?	Rating of promise	Survey Nov–May Case studies: interview
	4) Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/coaching model	Survey Nov–May Case Studies: interview and observation
	5) Does the pilot programme support job satisfaction (a mediator of retention)?	Job satisfaction; intention to stay	Survey Nov–May (vs comparison)
Feasibility	1) Is the intervention feasible in relation to workload?	Perceived cost-benefit	Survey Nov–May Comparison survey to assess 'normal practice'
	2) Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention	Engagement data overall (anonymous).
	3) Does it fit school systems and priorities?		Case studies: engagement data of individuals/schools; interviews.
	4) What are the affordances and barriers of the pilot programme?		Review of materials, sessions and support.
Scalability/ readiness for trial	1) Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements	Survey Nov–May Case studies: interview
	2) Is it cost effective?	Cost-evaluation (per mentee and mentor)	Collected from developers. Survey May
	3) What are the barriers at taking the pilot programme to scale?	Scalability of programme elements System capacity	Survey Nov–May (vs comparison) Case studies: interview, review of materials, sessions and support. Contextual data about workforce etc.
	4) Are there any delivery risks?	Identified risks	Standing item in developer-evaluator meetings

Collection and analysis of data

The following provides details around the collection and analysis of data from different sources within the evaluation.

Surveys

Survey administration

Surveys were administered online through the university's secure REDCap (Research Electronic Data Capture) system (Harris et al., 2009). We administered the survey in three waves: before the programmes started (Wave 1), in November 2019 for early reporting (Wave 2) and at the end of the pilot year (Wave 3). The dates that the surveys were open and details of reminders sent are included in Table 5.

Response rates to the three surveys are summarised under Participants later in the report. The response rate to Wave 3 was lower than anticipated, likely due to disruptions in schools resulting from the COVID-19 pandemic. The pandemic also made it impossible to recruit schools to participate in a comparison group survey.

Table 5: Details of survey distribution dates

Survey	Date opened	Date closed	Reminders	Invitations
Wave 1 (baseline)	17 June 2019	25 October 2019	Sent weekly by developers to participating schools	Open invitation sent to all schools signed up to the programmes
Wave 2	18 November 2019	8 December 2019	25 November 2019 2 December 2019 6 December 2019	Personalised survey link sent to 557 participants
Wave 3	4 May 2020	1 June 2020	18 May 2020 25 May 2020	Personalised survey link sent to 405 participants

Survey instruments

Surveys were designed to be adaptive such that common questions are asked relating to some indicators across roles (mentors, NQTs, Induction Leads) and across the three pilot programmes. Respondents with dual roles (for example, as mentor and Induction Lead) were asked questions pertaining to each of their roles. In addition, we deployed some survey items which are specific to each of the pilot programmes. We utilised the case studies and earlier waves of the survey to devise items for the later surveys, as well as discussion with the developers and interrogation of materials as they were produced and delivered.

A list of indicators that we interrogated through survey is shown below in Table 6 along with the participants and waves in which these were considered. We indicate here what would have been collected in the comparison survey for completeness, although it was not administered due to COVID-19.

Table 6: Indicators interrogated through survey

	Wave 1			Wave 2			Wave 3			Comparison Survey
	Mentee	Mentor	Senior Leader	Mentee	Mentor	Senior Leader	Mentee	Mentor	Senior Leader	
ECT efficacy (TSES)	✓			✓			✓			✓
ECT efficacy in relation to the ECF	✓	✓		✓	✓		✓	✓		✓
Mentor efficacy		✓	✓	✓	✓	✓	✓	✓	✓	✓
Mentor self-efficacy in relation to the ECF		✓			✓			✓		✓
Mentor-mentee relationship				✓	✓	✓	✓	✓	✓	✓
Job satisfaction/ intention to stay				✓	✓		✓	✓		✓
Rating of promise of the programme				✓	✓	✓	✓	✓	✓	
Uptake of mentoring/ coaching model				✓	✓	✓	✓	✓	✓	
Perceived cost-benefit of programme approach				✓	✓	✓	✓	✓	✓	
Perceived importance of elements for each programme				✓	✓		✓	✓		
Participant views of scalability				✓	✓	✓	✓	✓	✓	

Due to the timescales of delivery it was not possible to validate surveys statistically within this pilot. As such, we used internal testing by our team to check if the wording and length were appropriate and used previously validated survey items and instruments where possible. The survey included the following instruments:

Teachers Sense of Efficacy Scale (Tschannen-Moran and Woolfolk Hoy, 2001)

The Teachers' Sense of Efficacy Scale (TSES) was included as a measure of NQT self-efficacy (RQ1) in all three waves of the survey. The TSES is a self-report measure designed to assess teacher self-efficacy in relation to instructional strategies, classroom management, and student engagement. The scale asks teachers to 'indicate your opinion about how much you can do about each of the items below'. The short form of the TSES was used, which consists of 12 items and uses a nine-point Likert scale, with items scored from one for 'nothing' to nine for 'a great deal'. The TSES score is the mean of the 12 item scores, with higher scores indicating higher self-efficacy. The scale consists of three sub-scales: efficacy for instructional strategies, efficacy for classroom management, and efficacy for student engagement, although it can be used as a single scale with early career teachers. The TSES was found by its developers to have good construct validity and good internal consistency (Cronbach's Alpha, whole scale, of 0.9; efficacy for instructional strategies, 0.86; efficacy for classroom management, 0.86; efficacy for student engagement, 0.81; Tschannen-Moran and Woolfolk Hoy, 2001).

Self-efficacy in relation to the Early Career Framework (new scale)

A new scale was created to measure self-efficacy in relation to the ECF (SECF; RQ1). It was included in all three waves of the survey. The SECF was designed as a self-report measure consisting of 16 items adapted from statements about the ECF (see Appendix S). NQTs were asked to 'rate your confidence in your own ability in relation to each of the following areas of the ECF'. Responses used a nine-point Likert scale, scoring one for 'not at all confident' to nine for 'very confident'. The SECF score is the mean of the 16 item scores, with higher scores indicating higher self-efficacy.

The same scale was administered to mentors, asking them to 'rate your confidence in [name]'s ability in relation to each of the following areas of the ECF'. This version of the scale produced a score for mentor judgements of efficacy in relation to the ECF for each of the NQTs they were mentoring.

Mentor Efficacy Scale (Riggs, 2000)

The Mentor Efficacy Scale (MES) was included as a measure of mentor self-efficacy (RQ2) in all three waves of the survey. The MES is a self-report measure designed to assess mentors' beliefs about mentoring. It consists of two subscales: one measuring outcome expectancy (MES-OE, 12 items) and the other self-efficacy (MES-SE, 18 items). Both subscales were administered to mentors participating in the pilot programmes. The MES addresses four 'skill areas' of mentoring: personal, instructional, professional, and assessment. It uses a five-point Likert scale with positively-scored items scored five for 'strongly agree', four for 'agree', and so on. Scoring is reversed for negatively-worded items so that 'strongly agree' scores one, and so on. Item scores are summed separately for the two subscales to generate two separate scale scores for each respondent. The maximum MES-OE score is 60 and the maximum MES-SE score is 90. The MES has been demonstrated by Askew (2006) to have acceptable internal consistency reliability (Cronbach's Alpha = 0.83).

*Mentor Self-Efficacy in relation to the Early Career Framework (new scale**)*

A new scale was created to measure mentor self-efficacy in relation to the ECF (MECF; RQ2). It was included in all three waves of the survey. The MECF was designed as a self-report measure consisting of 16 items adapted from statements about the ECF (see Appendix S). Mentors were asked: 'Rate how confident you are in your ability to mentor your NQT(s) in each of the following areas of the ECF.' Responses used a nine-point Likert scale, scoring one for 'not at all confident' to nine for 'very confident'. The MECF score is the mean of the 16 item scores, with higher scores indicating higher self-efficacy.

Teacher Job Satisfaction Scale (Pepe, Addimando and Veronese, 2017)

The Teacher Job Satisfaction Scale (TJSS) was included in the Wave 2 survey as a measure of NQT and mentor job satisfaction (RQ P5). It consists of nine items relating to satisfaction with co-workers, student discipline, and parents. The TJSS uses a five-point Likert scale, scoring one for 'highly dissatisfied' to five for 'highly satisfied'. Due to the likelihood that ratings of job satisfaction were likely to be unrealistic as a result of COVID-19 disruption, it was decided not to use this scale in the Wave 3 survey. Questions relating to intention to stay in teaching were asked instead.

Participation data

Both Ambition Institute and the Chartered College of Teaching collected data around participation in elements of the pilot programmes as well as data around online engagement. This include sign-up and 'attendance' at online seminars, the completion of tasks, setting and reviewing targets (known as 'action steps' within Ambition Institute programmes), and data about login time, duration, and frequency. Analysis of this data allowed consideration of whether the course elements are accessible to all participants equally, for example, whether sessions within the school day or during twilight are difficult for some teachers to engage with.

This data was shared (anonymously) by the developers. Ambition Institute shared data in December 2019 and June 2020; the Chartered College of Teaching shared data at the end of each module within their online programme and summative data in June 2020. We used descriptive statistics to process the data and integrated it with findings from other sources in the discussion within this report. We also used the engagement data of individuals to guide interviews within case studies (subject to their explicit consent).

Case studies

The evaluation used multiple case studies to gain insights of the contextualised views and practices prompted by engaging with the programmes. Case studies of 20 schools allowed exploration of the research questions in varied and diverse contexts, attempting to capture the uniqueness of these cases rather than to generalise (Gomm et al., 2000; Yin, 2018). As Atkinson (2000) suggests, case studies allow the telling of the 'story' of a particular group, place, and time and allows researchers to make connections with other data sources and with other cases. This enabled analysis of data with regard to the particular contexts in which it was generated, and identified both consistencies across the case studies and insights into why there might be variations in the participants' accounts and observed mentoring practices, linked to particular features of individual schools. In order to develop early insights, we undertook the first case study visits in November 2019. This was to allow time for some sustained engagement with the programme to have started. We aimed to collect data that reflected participants' experiences of the programme once it had been running for an initial period and to avoid collecting data that might be heavily influenced by immediate start-up issues at the beginning of the year. Visits comprised interviews with Induction Leads, mentors, and mentees and observations of coaching sessions. The second stage of case study visits was planned for May 2020. We intended to visit the same schools to develop cases based on how the pilot programme was experienced over time, as well as bring on board further case studies of interest, stimulated by emerging understandings. Due to the COVID-19 outbreak, we were not able to visit schools in May 2020. We are pleased that many of our case study schools agreed to us conducting online interviews in order to continue developing these accounts. This meant we were not able to observe mentoring or coaching sessions at this stage, however. Furthermore, we did not feel that it was appropriate to recruit additional schools for case study at that time.

Selection of cases

Cases were selected in order to, as far possible, include a spread of school characteristics (phase, number of pupils, Ofsted rating, percentage of FSM pupils, and urban/rural location). We undertook 20 case studies, summarised in Table 7. As can be seen from the table, three schools were not available for further online data collection following school closures in March 2020.

Table 7 Summary of case studies

	November 2019			May 2020		
	Primary	Secondary	All-through	Primary	Secondary	All-through
Ambition Institute Programme A	2	3	0	0	2	0
Ambition Institute Programme B	2	4	1	2	4	1
Chartered College of Teaching Programme C	4	4	0	4	4	0
Total case schools	20			17		

We were pleased to be able to include an alternative provision setting within the Ambition Institute case schools in November 2019. Please note that we have limited the detail within this table in order to support anonymity of the schools and colleagues within them. In order to maintain anonymity we have classified teachers in the 'all-through' setting as either primary or secondary (depending upon their focus) when attributing direct quotes. Primary and infant schools selected as cases ranged from having fewer than 90 pupils to nearly 500. Secondary schools ranged from schools with fewer than 500 pupils to more than 2000. Four of the cases were in rural schools and the rest in urban or semi-urban areas. The percentage of school pupils eligible for free school meals had a mean of 17% and ranged from less than 2% to more than 50%. Six of the case study schools had an Ofsted rating of 'outstanding', 12 as 'good', and one as 'requires Improvement'.

Approach to case studies

The emergence of understandings in case studies depends upon the order in which methods are deployed, as well as the research questions used (Yin, 2018). Although we were responsive to the availability of school staff, we sought to interview the Induction Lead in each school first. This was to obtain an overview of the context for the case in terms of school priorities, existing systems and provision for NQTs, mentors' experience and needs, and perceptions of the

coherence between the programme and the aspirations and needs of the school. We then observed mentoring/coaching sessions, where possible, before conducting individual interviews with mentors and NQTs. During those interviews, we also drew upon available participation data for schools and individuals as well as insights gained from the interview with the Induction Lead.

We developed protocols for observations and semi-structured interviews informed by the specific focus of the agreed research questions for the evaluation, points emerging from researchers' attendance at mentor training—face to face and online, the online materials, and informed by the literature on mentoring and mentor development. Protocols are included in Appendices P1 to P7. This approach allowed for interviews to investigate specific features of the programmes (for example, the instructional coaching models used) but was also exploratory and enabled the participants to describe their experiences across the range of programme features and to draw attention to contextual and individual factors which they perceived as impacting on how they experienced the programme and its effectiveness. Interviews were recorded and transcribed.

Observation of instructional coaching sessions between mentors and mentees was carried out during the school visits in the first term. Observation notes captured the interactions between mentor and mentee (both verbal and non-verbal) and were based on researchers' 'active seeing … short-term memory … recording detailed field notes' (DeWalt and DeWalt, 2010, p. 21). Observations were recorded via jot notes on a proforma and included reflective notes that were completed by researchers immediately after the sessions.

The second round of interview protocols were adapted to explore any developments in participants' experiences and perceptions of the programmes until the mid-year point (February half-term). In May 2020, the same researcher who had visited each school in November 2019 conducted online interviews with the same sample of staff, wherever possible, drawing on the data from the initial case study as well as updated participation data and any communication by e-mail with the schools since that time. This allowed 17 individual cases to be developed with a longitudinal perspective covering the first half of the school year, until February half-term. The data was subjected to intensive and repeated reading and sense-making discussions by pairs of researchers and then within the wider team to develop the cases (the process is outlined in detail in the Findings section of the report).

Review of programme elements

As well as survey items pertaining to perceived quality of resources and sessions within each pilot programme and observations of coaching within case studies, the evaluation team reviewed materials and engagement with other programme elements in order to both understand the processes of support and to evaluate quality. We also observed live online sessions and recordings of these, reviewed asynchronous online discussions, and attended the face to face induction meetings for Ambition Institute programmes.

Protocols for observation and review were developed for each programme element by two evaluators attending or observing sessions and recording against the research questions. Salient points were then drawn out for consideration of further observation and review over the course of the programmes and protocols were standardised for comparability across programmes.

*Review of Ambition Institute programme*s

Three members of the evaluation team were given access to the CANVAS online platform used to host self-study materials for access by mentors on both Ambition Institute pilot programmes and NQTs on Programme B. Evaluators were also given access to the PASPro website used by mentors on both models to select and record action steps as part of the Instructional Coaching model; PASPro is accessible to NQTs on Programme B. The evaluators sampled materials available on each platform in order to better understand the learning experiences of those using each platform. No attempt was made to evaluate systematically the quality of resources available. We ensured that we saw sessions within the subgroup of participants who engaged with Ambition Institute Programme B within a single multi-academy trust as a delivery partner, as these were led by a member of staff from the trust and this allowed any differences to be considered.

We also conducted the following observations:

- five face to face induction training meetings, in three geographical regions;
- five Peer Learning Groups for mentors—three with the main cohort, two with the group from the delivery-partner multi-academy trust;
- 12 Sense-Making Clinics for NQTs, covering sessions one to five with the main cohort and also the group from the delivery-partner multi-academy trust; and
- two Coaching on Coaching sessions.

Review of Chartered College of Teaching programme (Programme C)

Three members of the evaluation team were given access to the *myPD* Chartered College Virtual Learning Environment, which is the single access point for materials. Materials were sampled in relation to each module of the online programme with a focus on the learning experiences of mentors and NQTs across the programme.

We also conducted the following observations:

- webinars from each online module;
- engagement with the learning materials for each module; and
- engagement with the website and general information (for example, about course structure).

Cost evaluation

We collected cost data from the developers via pro-forma. We collected data on costs incurred by schools, including the time taken for school staff to engage with the pilot programmes, through case study interviews. We further supported these findings through observation of online sessions and engagement with programme materials.

In developing our approach to cost analysis, we followed the cost evaluation guidance for EEF evaluations (EEF, 2019). However, this evaluation required re-interpretation of the guidance given the focus on teachers (rather than pupils). We also had to modify our data-collection and analytical methods around costs in light of the COVID-19 outbreak. As such, we outline here the ten principles of EEF cost evaluation with brief notes on how we interpreted these during the evaluation.

1. *Costs will be estimated from the perspective of the school as the crucial decision-maker.*

As schools vary in the number of ECTs, we investigated the costs associated with ECTs, mentors, and Induction Leads with a view to a 'school perspective' then being a composite of the time and financial costs associated with differing numbers of these participants.

2. *Costs will be estimated for the programme as it was implemented in the study.*

As the pilot programmes were designed to run over a single year, we take the implemented study costs within this year as the basis for our analysis. We recognise that development costs would likely be recuperated over time were the programmes continued and taken to scale; we have included a model of this in our analysis. We recognise that recurring costs may vary over time and at different scales, so focused evaluation on programme elements for which this may be the case. We also recognise that as mentors and Induction Leads become more experienced and accustomed to the programmes, it will take them less time to prepare for their role.

3. *Costs will be based on the resources needed to implement a programme in comparison to the counterfactual.*

Normal practice around supporting ECTs and mentors varies considerably. We intended to use a comparison group survey to seek more evidence around practice as usual in order to model a counterfactual. We were not able to conduct this due to the COVID-19 outbreak. We therefore attempted to utilise interviews to gain a sense of normal practice in case study schools, and to ask about 'additional time' beyond the previous norms (where mentors and Induction Leads had been previously in post). The limited number of responses, as well as the differing interpretations of this question, mean that findings are limited here.

4. *Teacher time devoted to training, preparation, delivery of the intervention, and teaching cover will be presented in units of time.*

As this evaluation is of pilot programmes to develop both ECTs and mentors, we had to carefully define what we considered as 'training' and as 'preparation and delivery'. For the purposes of analysis, we separated out the initial induction processes within each programme as 'training'. For Ambition Institute programmes, this involved face-to-face meetings for mentors and Induction Leads. For the Chartered College of Teaching programme, this involved the initial induction module that mentors and Induction Leads were expected to undertake at the start of the programme. The ongoing development of mentors and Induction Leads was then classified as part of the 'preparation and delivery' of support to ECTs. For the purposes of analysis, ECT time to undertake the programme was all classified as 'preparation and delivery' as we felt this gives a clearer perspective of the time taken than that which would result from an artificial separation of 'training' ECTs.

5.   Costs will be estimated based on the full additional obligations incurred.

The definition of 'additional' is complex within this evaluation, particularly in relation to the time taken to engage with the pilot programmes. NQTs nationally are given a reduced timetable in order to support their development, although this also accommodates additional processes of induction and the additional time it may take NQTs to plan, assess, and engage with school systems. We anticipated (and indeed found) that NQTs were not able themselves to distinguish between their experiences and the norms within a setting. We therefore sought the views of mentors during case study interviews as to how NQT time on programme elements differed from that of NQTs that they may have worked with previously. Findings from this are limited by variability in NQT practice and the familiarity that mentors had with previous systems in the school. Schools sometimes, but not always, allocate or indicate to mentors themselves the amount of time they should be spending on supporting an NQT. The actual time varies considerably according to the NQT and practices of a particular mentor. We therefore asked mentors to benchmark the time they spent on different aspects of the pilot programmes according to both the time allocated and, where applicable, their previous practice. As with NQTs, Induction Leads are often given a proportion of their timetable to supporting ECTs and as such additional time was difficult to establish. Again, we asked Induction Leads about previous practice to get at this.

6.   Costs will be estimated using market practices, whenever possible.

Development and recurring costs were collected from Ambition Institute and the Chartered College of Teaching. Both institutions run a number of different programmes and are at the forefront of delivery to teachers. We therefore take these costs to be appropriate market costs.

7.   Costs will be measured in common units adjusted by the year when they are incurred.

This evaluation is of one-year pilot programmes that were provided primarily through online services. We did not feel it appropriate to project price inflation going forwards (for example, around services and staffing costs).

8.   Costs will be divided into prerequisites, start-up costs, and recurring costs.

This principle was adhered to in the breakdown of costs in our analysis.

9.   Costs per pupil will be estimated for a programme as if implemented over three years.

A per pupil cost is not appropriate for this evaluation. In consideration of Principle 1 above, we feel that a cost per ECT is most appropriate, despite the fact that development of mentors has indirect benefit to other colleagues and to pupils also. We consider a model of how development costs might be spread over the first 1,000 ECTs in our analysis.

10. Variability of costs estimates will be explored through sensitivity analyses recognising that schools face a variety of conditions and that costs may be imperfectly measured, which may impact upon the costs estimates.

The variability in terms of time costs to a school results primarily from the number of ECTs and mentors that a school supports. However, Induction Lead time also varies according to these numbers. It should be noted that in some schools the Induction Lead is also the only mentor, whereas in other schools an Induction Lead is working with several ECT-mentor pairs. However, variability in practice by mentors and Induction Leads means that it is not possible to simply scale time costs. Induction Leads may utilise technology, draw on other colleagues, and deploy different levels of accountability within different schools. Mentor experience is also a factor in the level of support mentors need, both from

the pilot programmes and from the Induction Lead. As such, we were not able to undertake a sensitivity analysis of time taken for NQTs, mentors, and Induction Leads to engage with the pilot programme.

It should be noted that at the time of writing (June 2020), the Department for Education have released a policy paper 'Early Career Framework Reforms: Overview' (DfE, 2020) outlining support to schools for additional costs associated with the rollout of the Early Career Framework.

Timeline

Figure 5: Pilot Evaluation Timeline

Date	Activity
March 2019–June 2019	School recruitment and initial data collection
March 2019–February 2020 (and continuing beyond the evaluation)	Developers prepare resources
17 June–25 October 2019	Wave 1 survey open
June 2019–August 2019	Developers train faculty/staff for delivery
July 2019	Ambition Institute face to face sessions for mentors and Induction Leads
September 2019	Training of schools-based facilitators by Ambition Institute
September 2019–November 2020	Observation of delivery components (Term 1)
September 2019	Case study selection and recruitment
November 2019	Case study visits
18 November–8 December 2019	Wave 2 survey open
4 May–1 June 2020	Wave 3 survey open
December 2019	Collection of participation data (for Term 1)
December 2019–January 2020	Initial analysis and reporting (on Term 1)
Jan 2020–March 2020	Observation of delivery components (on Term 2)
May 2020	Case study interviews (online)
4 May–1 June 2020	Wave 3 survey open
June 2020	Collection of summative participation data
June 2020	Analysis and reporting

Findings—introduction

Participants—overall

Note on numbers of schools and participants

Schools were initially recruited by the pilot programme developers. Within each school there was at least one NQT, one mentor, and one person in the role of Induction Lead. In some schools the Induction Lead was also a mentor. Over the duration of the pilot, there was some fluctuation in the numbers of NQTs and mentors within schools and there were incidences of individuals changing role between mentor and Induction Lead and of schools moving between the two Ambition Institute programmes. Participant numbers are summarised below.

Ambition Institute Programme A

Twenty-one schools were initially recruited to the Ambition Institute pilot Programme A. Of these, 11 were primary schools (including infant and junior schools), nine were secondary schools, and one was an all-through alternative provision school. The alternative provision school is excluded from the summary statistics below to avoid risk of identification. The sample is summarised in Tables 8a, 8b, and 8c.

Schools participating in the Ambition Institute Programme A were broadly similar to schools nationally for Ofsted grading of 'good' or 'outstanding'. The overwhelming majority of participating schools were in urban contexts. The mean percentage of FSM pupils in participating schools was broadly similar to the national average. Participating schools were somewhat larger than schools nationally.

Of the 21 participating schools, one primary school dropped out at the start of the programme before engaging with any programme activities. One primary school and one secondary school dropped out of the programme before December 2019. One primary school, one secondary school, and the alternative provision all-through school dropped out between December 2019 and May 2020. This left 15 schools (68.2%) retained to the end of the programme: eight primary schools and seven secondary schools.

The average number of NQTs in Ambition Institute Programme A primary schools was 2.09 (SD = 0.94), ranging from one to four NQTs. Meanwhile, the average number of mentors in Programme A primary schools was 1.73 (SD = 0.65), ranging from one to three mentors.

The average number of NQTs in Ambition Institute Programme A secondary schools was 2.33 (SD = 1.94), ranging from one to seven NQTs. Meanwhile, the average number of mentors in Programme A secondary schools was 2.22 (SD = 1.99), ranging from one to seven mentors.

Table 8a: Selected school demographics, initial sample of Ambition Institute Programme A—primary schools (N = 11)

	National level (mean)	Ambition Programme A schools	
		n (missing) (N = 11)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	88%*	10 (0)	90.9%
Urban school	-	10 (0)	90.9%
		n (missing)	Mean (SD)
Percentage of pupils eligible for FSM	17.7%**	11(0)	15.7% (7.42)
Size of school (NOR)	282***	11 (0)	444 (143)
		n (missing)	Mean (SD)
Number of mentors per school	-	11(0)	1.73 (0.65)
Number of NQTs per school	-	11(0)	2.09 (0.94)

*Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
**Source: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
***Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 8b: selected school demographics, initial sample of Ambition Institute Programme A—secondary schools (N = 9)

	National level (mean)	Ambition Programme A schools	
School-level		n (missing) (N=9)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	76%*	6 (0)	66.7%
Urban school	-	9 (0)	100%
		n (missing)	Mean (SD)
Percentage of pupils eligible for FSM	15.9%**	8 (1)	13.9 (10.1)
Size of school (NOR)	965***	9 (0)	1154 (430)
		n (missing)	Mean (SD)
Number of mentors per school	-	9 (0)	2.22 (1.99)
Number of NQTs per school	-	9 (0)	2.33 (1.94)

*Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
**Source: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
***Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 8c summarises the overall participant numbers for the Ambition Institute Programme A pilot programme at three points in the timeline aligned with the three surveys: baseline/Wave 1 (19 September 2019), Wave 2 (17 November 2019) and Wave 3 (18 March 2020). As noted above, there was some fluctuation in participation over the duration of the programme. Overall the attrition rate from the programme was 28.6%.

Table 8c: Overall participant numbers, Ambition Programme A

	NQT	Mentor	Induction Lead	Mentor and Induction Lead	Total
Baseline/Wave 1	38	30	14	5	87
Joined programme	4	4	1	0	9
Left programme	5	9	2	0	16
Wave 2	37	25	13	5	80
Joined programme	3* (2 came from Programme B)	5* (2 came from Programme B)	1*(came from Programme B)	0	9
Left programme	5	4	3	2	14
Wave 3	35	26	11	3	75
Overall attrition	22.2%	33.3%	31.2%	40%	28.6%

Ambition Institute Programme B

Twenty-nine schools were initially recruited to the Ambition Programme B. Of these, ten were primary schools (including infant and junior schools), 18 were secondary schools, and one was an all-through school. The all-through school is excluded from the summary statistics below to avoid risk of identification. The sample is summarised in Tables 9a, 9b, and 9c.

Primary schools participating in the Ambition Programme B were slightly less likely than schools nationally to be rated 'good' or better by Ofsted but secondary schools were broadly similar to schools nationally in terms of Ofsted grading. The overwhelming majority of participating schools were in urban contexts. The mean percentage of FSM pupils in participating schools was somewhat higher than the national average. Participating schools were somewhat larger than schools nationally.

Of the 29 participating schools, two primary schools and two secondary schools dropped out of the programme before December 2019. This left 25 schools (86.2%) retained to the end of the programme: eight primary schools, 16 secondary schools, and one all-through school.

The average number of NQTs in Ambition Institute Programme B primary schools was 2.40 (SD = 0.97), ranging from one to four NQTs. Meanwhile, the average number of mentors in Ambition Institute Programme B primary schools was 2.00 (SD = 0.82), ranging from one to three mentors.

The average number of NQTs in Ambition Institute Programme B secondary schools was 5.44 (SD = 3.75), ranging from one to 16 NQTs. Meanwhile, the average number of mentors in Ambition Institute Programme B primary schools was 5.11 (SD = 3.41), ranging from one to 14 mentors.

Table 9a: Selected school demographics, initial sample of Ambition Institute Programme B—primary schools (N = 10)

	National level (mean)	Ambition Programme B primary schools	
School-level		n (missing) (N=10)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	88%*	7 (0)	70.0%
Urban school		10 (0)	100%
		n (missing)	Mean (SD)
Percentage of pupils eligible for FSM	17.7%**	10 (0)	29.4 (13.3)
Size of school	282***	10 (0)	374 (130)
		n (missing)	Mean (SD)
Number of mentors per school	-	10 (0)	2.00 (0.82)
Number of NQTs per school	-	10 (0)	2.40 (0.97)

*Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
**Source: *https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics*
***Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 9b: Selected school demographics, initial sample of Ambition Institute Programme B—secondary schools (N = 18)

	National level (mean)	Ambition Programme B secondary schools	
School-level		n (missing) (N=18)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	76%*	13 (0)	72.2%
Urban school		16 (0)	88.9%
		n (missing)	Mean (SD)
Percentage of pupils eligible for FSM	15.9%**	18 (0)	20.6 (9.5)
Size of school	965***	18 (0)	1111 (416)
		n (missing)	Mean (SD)
Number of mentors per school	-	18 (0)	5.11 (3.41)
Number of NQTs per school	-	18 (0)	5.44 (3.75)

*Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
** Source: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
***Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 9c summarises the overall participant numbers for the Ambition Programme B at three points in the timeline aligned with the three surveys: baseline/Wave 1 (19 September 2019), Wave 2 (17 November 2019) and Wave 3 (18

March 2020). As noted above, there was some fluctuation in participation over the duration of the programme. Overall the attrition rate from the programme was 18.0%.

Table 9c: Overall participant numbers, Ambition Institute Programme B

	NQT	Mentor	Induction Lead	Mentor and Induction Lead	Total
Baseline /Wave 1	110	95	21	6	232
Joined programme	0	1* (1 came from AIA pilot)	2	2	5
Left programme	0	0	2	1	3
Wave 2	110	96	21	7	234
Joined programme	4	5	4* (1 came from Induction Lead + mentor role)	0	13
Left programme	17	20	4	1	42
Wave 3	97	81	21	6	205
Overall attrition	14.9%	19.8%	22.2%	25.0%	18.0%

Chartered College of Teaching

Thirty-six schools were initially recruited to the Chartered College of Teaching pilot programme. Of these, 16 were primary schools (including infant and junior schools), 19 were secondary schools, and one was an all-through school. The all-through school is excluded from the summary statistics below to avoid risk of identification. The sample characteristics are summarised in Tables 10a, 10b, and 10c.

Schools participating in the Chartered College programme were somewhat less likely than schools nationally to be rated 'good' or 'outstanding' by Ofsted. The overwhelming majority of participating schools were in urban contexts. The mean percentage of FSM pupils in participating schools was broadly similar to the national average. Participating schools were somewhat larger than schools nationally.

Of the 36 participating schools, two primary schools dropped out of the programme before December 2019. Two further primary schools dropped out between December 2019 and May 2020. This left 32 schools (88.9%) retained to the end of the programme: 11 primary schools, 20 secondary schools, and one all-through school.

The average number of NQTs in Chartered College primary schools was 2.50 (SD = 1.41), ranging from one to five NQTs. Meanwhile, the average number of mentors in Chartered College primary schools was 2.00 (SD = 1.10), ranging from one to five mentors.

The average number of NQTs in Chartered College secondary schools was 3.84 (SD = 2.14), ranging from one to eight NQTs. Meanwhile, the average number of mentors in Chartered College secondary schools was 3.74 (SD = 2.02), ranging from one to eight mentors.

Table 10a: Selected school demographics, initial sample of Chartered College of Teaching—primary schools (N = 15)

	National level (mean)	Chartered College programme primary schools	
School-level		n (missing) (N=15)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	88%*	9 (0)	60.0%
Urban school		14 (0)	93.3%
		N (missing)	Mean (SD)
Percentage of pupils eligible for FSM	17.7%**	15 (0)	18.4 (9.8)
Size of school	282***	15 (0)	389 (134)
Number of mentors per school	-	15 (0)	2.00 (1.13)
Number of NQTs per school	-	15 (0)	2.50 (1.41)2.47 (1.46)

* Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
** Source: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
***Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 10b: Selected school demographics, initial sample of Chartered College of Teaching—secondary schools (N=20)

	National level (mean)	Chartered College programme secondary schools	
School-level		n (missing) (N=20)	Percentage of N
'Outstanding' or 'Good' Ofsted rating	76%*	14 (0)	73.7%
Urban school		19 (0)	95.0%
		n (missing)	Mean (SD)
Percentage of pupils eligible for FSM	15.9%**	20 (0)	15.0 (9.44)14.9 (9.7)
Size of school	965***	20 (0)	1159 (343)1129 (359)
Number of mentors per school	-	20 (0)	3.65 (2.01)
Number of NQTs per school	-	20 (0)	3.80 (2.09)

* Source: https://public.tableau.com/views/Dataview/Viewregionalperformanceovertime?:showVizHome=no
** Source: https://explore-education-statistics.service.gov.uk/find-statistics/school-pupils-and-their-characteristics
*** Source:
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812539/Schools_Pupils_and_their_Characteristics_2019_Main_Text.pdf

Table 10c summarises the overall participant numbers for the Chartered College pilot programme at three points in the timeline aligned with the three surveys: baseline/Wave 1 (23 September 2019), Wave 2 (19 November 2019), and Wave 3 (30 March 2020). As noted above, there was some fluctuation in participation over the duration of the programme. Overall the attrition rate from the programme was 14.5%.

Table 10c: Overall participant numbers, Chartered College of Teaching programme (Programme C)

	NQT	Mentor	Induction Lead	Mentor and Induction Lead	Total
Baseline/Wave 1	114	93	25	10	242
Joined programme	1	4	7*(1 came from IL+mentor role)	3*(2 came from IL only role)	15
Left programme	1	4	9	1	15
Wave 2	114	93	23	12	242
Joined programme	0	5	0	0	5
Left programme	7	13	1	2	23
Wave 3	107	85	22	10	224
Overall attrition	7.0%	19.8%	31.3%	23.1%	14.5%

Survey response rates

Response rates for the surveys are summarised in Tables 11a, 11b, and 11c.

Table 11a: Survey response rates for Ambition Institute Programme A participants

	NQT		Mentor		Induction Lead		Mentor and Induction Lead		Total
n	38		30		14		5		87
Wave 1*	13	-	34	-	14	-	6	-	67
Wave 2	15	39.5%	16	53.3%	11	78.6%	4	80%	46
Wave 3	9	23.7%	10	33.3%	8	57.1%	1	20%	28

* In some cases, Wave 1 respondent numbers are higher than n because the survey was open from June to October 2019 and some individuals responded who believed they would be mentors or Induction Leads, but ultimately did not take up these roles. The baseline sample was confirmed on 19 September 2019. Percentages are therefore not provided for Wave 1.

Table 11b: Survey response rates for Ambition Institute Programme B participants

	NQT		Mentor		Induction Lead		Mentor and Induction Lead		Total
n	110		95		21		6		232
Wave 1*	42	-	85	-	21	-	6	-	169
Wave 2	44	45.9%	49	51.6%	13	61.9%	5	83.3%	126
Wave 3	37	18.5%	39	41.1%	12	57.1%	5	83.3%	105

* In some cases, Wave 1 respondent numbers are higher than n because the survey was open from June to October 2019 and some individuals responded who believed they would be mentors or Induction Leads, but ultimately did not take up these roles. The baseline sample was confirmed on 19 September 2019. Percentages are therefore not provided for Wave 1.

Table 11c: Survey response rates for Chartered College of Teaching programme (Programme C) participants

	NQT		Mentor		Induction Lead		Mentor and Induction Lead		Total
n	114		93		25		10		242
Wave 1*	95	-	62	-	23	-	11	-	191
Wave 2	42	36.8%	34	36.6%	9	36.0%	7	70.0%	92
Wave 3	28	24.6%	18	19.4%	10	40.0%	5	50.0%	61

* In some cases, Wave 1 respondent numbers are higher than n because the survey was open from June to October 2019 and some individuals responded who believed they would be mentors or Induction Leads, but ultimately did not take up these roles. The baseline sample was confirmed on 23 September 2019. Percentages are therefore not provided for Wave 1.

Prior mentoring experience and training

All mentors who responded to the survey were asked whether they had any previous experience of mentoring NQTs. This question was included when a mentor first responded to the survey, regardless of the wave to which they first responded.

A significant minority of mentors were fulfilling this role for the first time, with 34.4% of mentors on the Ambition Programme A, 41.6% of mentors on the Ambition Programme B, and 42.2% of mentors on the Chartered College programme being new to mentoring NQTs.

Organisation of findings—themes and levels

In order to support the clarity of reporting around three complex pilot programmes, and to allow comparison and contrast between the programmes, we developed overarching themes (related to promise and scalability) and levels (related to feasibility), which we use to structure the discussion below. Below we describe the process by which these themes and levels were developed by engaging inductively with all of the gathered data and consideration of the research questions within each of the three dimensions under evaluation: promise (support for the theory of change), feasibility, and scalability (readiness for trial). Emerging themes from case studies were related to the data gathered from surveys, participation data, our observations, and evaluation of programme materials. In line with the purposes of this evaluation, the overarching themes and levels of analysis are intended to provide a frame with which to understand the perceived impacts of the programmes so that these understandings might inform both further research and practice in schools.

Identification of themes

Pairs of evaluators were allocated to develop the case studies for each school. Pairs included the researcher who had conducted the first school visit and a researcher who had observed mentor training (online or face to face) and who had accessed the participation data, materials, and online support of the relevant provider. They first subjected all interviews and observations from each case school to an exploratory probe, which identified prevalent features in the interview accounts and in the observations of mentoring sessions. They then undertook systematic reading of the transcripts and observation notes, followed by discussion and identification of provisional themes which grouped the prevalent features for each case. These themes were then aligned with dimensions of promise and feasibility where there was a 'best fit'. Draft cases of each school were then prepared based on detailed 'thick description' (Geertz, 1993) of the data using extensive quotation from the participants. These were reviewed within the team to verify relevance to the research questions. The cases were then further developed by the pairs around the features identified in the data indicating the promise and feasibility of each programme. These included specific features that were recurring, notable patterns within the data once the separate accounts and observations were brought together in a case, and features that were described differently by different participants. Tentative implications for scalability were identified. Readiness for trial would be derived in relation to each programme from the analysis of all the respective case studies. This took place at a later stage, informed by the data on scalability and findings related to promise and feasibility that enabled the cost benefits of the programmes to be identified. In June 2020 we undertook the above process for all case studies, incorporating the data collected in November 2019 and May 2020. Although we were aware of the emerging themes which we drew out for early reporting in January 2020, we devised themes inductively from all data for final reporting.

The themes which emerged from case studies for each programme are incorporated in the descriptive text later in the report. When we explored the potential of aligning these themes with the data gathered from surveys, participation data, our observations, and evaluation of programme materials, we found that there was a close compatibility between them. In engaging with all these data and the emerging themes from each, we were able to draw out overall high-level themes across the programmes, which we use to organise the detailed findings which follow. We identified that the features related to *promise* clustered around two overarching themes:

> Theme 1: Addressing the individual development needs of NQTs and mentors.

> Theme 2: Valuing the mentoring process and ECT development within schools.

The features related to *feasibility* clustered around the ways in which the programmes interact with three levels of the education system. We report these as themes also, for coherence of reporting all the themes within this report:

> Theme 3 (Level 1): Mentor-mentee—habits and processes around mentoring and coaching.

> Theme 4 (Level 2): School—organisational culture, leadership, and resources.

> Theme 5 (Level 3): Wider system—Local Education Authorities, Appropriate Bodies, MATs, and Initial Teacher Education providers.

Features related to *scalability/readiness for trial* clustered around two themes:

> Theme 6: How far the logic model describes the processes of change.

> Theme 7: The affordances and barriers we anticipate if the pilot programmes were taken to a larger number and broader range of schools.

Below we provide more detail relating to the themes identified.

Promise: support for the theory of change

Research questions:

1)   How does the programme influence ECT efficacy?

2)   How does the programme influence mentor efficacy/quality?

3)   How do mentors/mentees/leaders rate the promise of the programme?

4)   Is the mentoring/coaching model adopted with fidelity?

5)   Does the pilot support job satisfaction (a mediator of retention)?

Theme 1: Addressing the individual development needs of NQTs and mentors.

Our evaluation suggested that key to understanding the influence of the programmes upon both NQTs and mentors was the extent to which the programme they were engaged with supported their individual development needs. This includes providing the right support and challenge for NQTs and mentors of differing backgrounds and experience levels, providing evidence-informed and yet practical approaches to supporting both teaching and mentoring/coaching, and the extent to which these programmes are well received and support job satisfaction.

This includes the challenges around pre-determined sequencing of content versus weekly needs, around supporting 'weaker' NQTs, providing challenge to more capable NQTs, enabling mentors of various experience levels, supporting Induction Leads, and the role of mentors in contextualising research into practice.

Theme 2: Valuing the mentoring process and ECT development within schools.

We found a large variety in mentoring processes and mentor experience within schools. Support for mentors also varies in both practice and in terms of the focus schools place upon it. Furthermore, busy mentors often place more importance upon their own teaching, and *then* support of mentees, before focusing upon their own development as mentors (which has benefits over a longer timescale). We found that the pilot programmes all began to increase consciousness among participants of the importance of mentoring in relation to ECT development, the mentor-mentee relationship within schools, and the processes around this. Considering this as a theme of reporting allows us to frame the expectations and pathways around mentor development and support, the positioning of this within schools, and the wider impacts of the pilot programmes upon staff development.
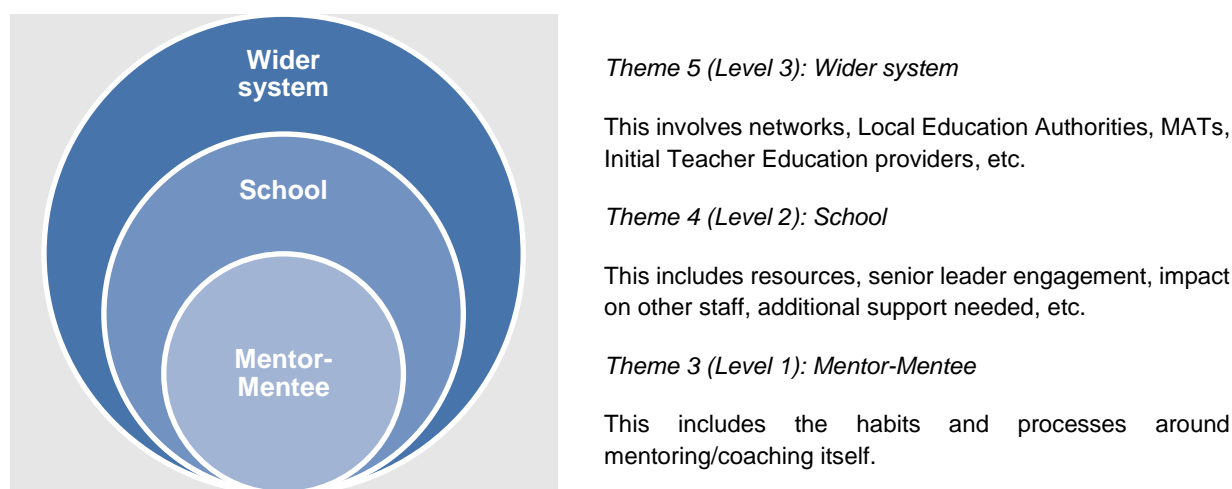
Feasibility

Research questions:

1)   Is the intervention feasible in relation to workload?

2)   Can the elements of each intervention be accessed by participants in an equitable way?

3)   Does it fit school systems and priorities?

4)   What are the affordances and barriers of the programme?

Introducing new programmes to support the mentoring and development of ECTs necessarily places additional pressures on school staff. The time required to engage with the pilot programmes as well as to adapt systems was mentioned throughout our evaluation. However, it is a truism to say that giving participants more time would lead to greater progress towards anticipated outcomes, and we are mindful that in a rapidly changing policy landscape decisions around how to allocate time to support ECTs are constrained by a large number of contextual factors. Our evaluation also caused us to reflect on how far the programmes are able to change existing culture and processes in schools versus how far culture and processes should change to accommodate the development of the Early Career Framework to support new teachers. As such, we present our consideration of feasibility in terms of how far we saw the programmes positively impact ECT support, the potential for the programmes to further positively influence support, and the limitations on what the programmes could address within the current educational system.

Feasibility is comprised of multiple inter-related factors. For clarity of reporting we have attempted to organise the themes discussed in terms of levels to show how different influences affected support for ECTs. As such, we will address feasibility through looking at how the programmes interact with three levels of the system, described in Figure 6.

Figure 6: How the *programmes* interact with the wider education system.

Theme 5 (Level 3): Wider system

This involves networks, Local Education Authorities, MATs, Initial Teacher Education providers, etc.

Theme 4 (Level 2): School

This includes resources, senior leader engagement, impact on other staff, additional support needed, etc.

Theme 3 (Level 1): Mentor-Mentee

This includes the habits and processes around mentoring/coaching itself.

These levels frame our evaluation of whether the pilot programmes were feasible in changing practice, or how we consider that they could change practice if they had continued to develop along the same lines. This includes how research evidence was deployed, how NQTs, mentors, and Induction Leads accessed and utilised resources, how coaching approaches were integrated into practice, how existing processes of professional development were integrated with or replaced, how the overall structuring of development worked, and how the programmes fitted the priorities of schools and other organisations.

These levels also allow us to frame the limitations on changing practices within the current situation in schools. This includes, for example, the inability to remove NQTs from whole-school initiatives, the joint focus on NQT accountability and support by mentors, the differing needs of subjects and phases, and the strong desire for face-to-face collaboration by NQTs.

Scalability/readiness for trial

Research questions:

1)   Does the logic model adequately describe causal mechanisms?

2)   Is it cost effective?

3)   What are the barriers at taking the pilot programme to scale?

4)   Are there any delivery risks?

Issues of how far the pilot programmes are ready to be scaled up to a broader group of schools, and how far this would allow them to be subject to a trial methodology, are seen to emerge from the inquiry into promise and feasibility. This relies on the intervention and theory of change being well defined, and how affordances and barriers across the schools within the evaluation of each programme are likely to translate at scale. We therefore draw out two themes around scalability of the pilot programmes:

Theme 6: How far the logic model describes the processes of change.

Theme 7: The affordances and barriers we anticipate if the pilot programmes were taken to a larger number and broader range of schools.

Survey instrument factor analysis and reliability checks

Scales included in the survey were checked for internal consistency and, for new scales, for factor structure.

Teachers' Sense of Efficacy Scale (TSES)

Tschannen-Moran and Woolfolk Hoy (2001) recommend checking the factor structure of the data. Factor analysis was conducted and it was established that a single factor solution was most appropriate. Cronbach's alpha for the single-factor TSES scale was 0.92. This is higher than is usually acceptable and suggests that for our respondents the scale may include semantically overlapping items. This finding is at variance with prior research by Tschannen-Moran and Woolfolk Hoy (2011).

Self-efficacy in relation to the Early Career Framework (SECF)

Exploratory factor analysis (EFA) was conducted to establish the factor structure for the new scale. First, suitability for EFA was evaluated. The Kaiser-Meyer-Olkin value (overall Measure of Sampling Adequacy (MSA) = 0.93) and Bartlett's test of sphericity (chi-square (120) = 2098, $p < 0.001$), provided evidence that EFA was appropriate. EFA was therefore conducted using the maximum likelihood method and varimax rotation, establishing that all items loaded on a single factor (chi-square (104) = 385, $p < 0.001$), accounting for 62.4% of the total variance. Cronbach's alpha for the single-factor scale was 0.96. This is higher than is usually acceptable and suggests that the scale may include semantically overlapping items. Due to the timeline of the research, we were not able to validate the scale and therefore advise caution in interpreting findings from this scale.

Mentor self-efficacy in relation to the Early Career Framework (MECF)

Exploratory factor analysis (EFA) was conducted to establish the factor structure for the new scale. First, suitability for EFA was evaluated. The Kaiser-Meyer-Olkin value (overall MSA = 0.95) and Bartlett's test of sphericity (chi-square (120) = 2352, $p < 0.001$), provided evidence that EFA was appropriate. EFA was therefore conducted, using the maximum likelihood method and varimax rotation, establishing that all items loaded on a single factor (chi-square (104) = 332, $p < 0.001$), accounting for 62.3% of the total variance. Cronbach's alpha for the single-factor scale was 0.96. As with the SECF, this is higher than is usually acceptable and suggests that the scale may include semantically overlapping items. Due to the timeline of the research, we were not able to validate the scale and therefore advise caution in interpreting findings from this scale.

Mentor Efficacy Scale (MES)

The two subscales of the MES were checked for internal consistency. Cronbach's alpha for the MES self-efficacy scale was 0.84, showing good internal consistency. Cronbach's alpha for the MES outcome expectancy scale was 0.76, showing reasonable internal consistency.

Findings: Ambition Institute—Programmes A and B

Evidence to support theory of change

Theme 1: Addressing the individual development needs of NQTs and mentors

How does the pilot programme influence ECT efficacy?

NQT efficacy was measured using two NQT self-report measures: the Teacher Sense of Efficacy Scale (TSES, Tschannen-Moran and Woolfolk-Hoy, 2001) and our new Self-Efficacy in relation to the ECF scale (SECF). Additionally, mentors reported NQT efficacy using a version of the SECF. Findings for Programme A are summarised in Table 12.

NQT self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in Ambition Institute Programme A, suggesting that NQT self-efficacy increased during the intervention.

Mentor judgements of NQT efficacy were also higher at Wave 3 than at Wave 2. We note that this is a shorter time period than for the TSES and NQT SECF.

These findings should be approached with caution due to the different samples and the survey response rate (likely the most committed NQTs completing the outcome survey).

Table 12: Ambition Institute Programme A—NQT efficacy scores

TSES is Teachers' Sense of Efficacy Scale. SECF is our new NQT self-efficacy scale in relation to the ECF. SECF (mentor) is the same scale administered to mentors to respond describing their NQT's efficacy in relation to the ECF.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
TSES	14	6.51	0.96	9	7.33	0.76	0.95
SECF	14	101.6	13.8	9	116.6	11.1	1.20
SECF (mentor)	18	92.7	21.2	8	108.9	20.1	0.78

* Wave 2 for SECF (mentor).

Survey findings regarding ECT efficacy for Ambition Institute Programme B are summarised in Table 13. NQT self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in Ambition Institute Programme B, suggesting that NQT self-efficacy increased during the intervention. Mentor judgements of NQT efficacy were also higher at Wave 3 than at Wave 2. We note that this is a shorter time period than for the TSES and NQT SECF. These findings should also be approached with caution due to the different samples and the survey response rate (likely the most committed NQTs completing the outcome survey).

Table 13: Ambition Institute Programme B NQT efficacy scores

TSES is Teachers' Sense of Efficacy Scale. SECF is our new NQT self-efficacy scale in relation to the ECF. SECF (mentor) is the same scale administered to mentors to respond describing their NQT's efficacy in relation to the ECF.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
TSES	41	6.70	0.89	37	6.95	0.78	0.30
SECF	41	100.2	21.0	37	110.2	12.1	0.58
SECF (mentor)	51	93.4	20.6	32	106.6	17.6	0.69

* Wave 2 for SECF (mentor).

Our case study data revealed an overall perception that the online learning materials were well-suited to most NQTs' needs and had relevance to practice. The materials—in particular videos of teaching strategies in action—were highly valued, in most cases, as contributing to NQT learning and, in some cases, mentor learning. They were seen as research-informed, relevant, and time-saving when contextualising research into practice for mentors. In several cases, these resources were used beyond the pilot programme as part of professional development of other teachers in the school.

> *'It's very, very good in highlighting resources, pre-reading … it's research-informed … I cannot in any way complain about the quality of the materials' (Induction Lead, Programme B).*

> *'The resources … are also ridiculously good, like phenomenal, they're really, really clear … I think they're very high quality, they're very impressive and so I can see immediately how those resources could be used for teachers generally, never mind early career framework teachers' (Induction Lead, Programme B).*

Some mentors and Induction Leads observed that NQTs were making better progress as teachers as a result of participating in the programme than would be expected based on the previous induction programme used at the school, with one describing the programme as 'better than the [previous] NQT induction' (Induction Lead, Programme B*). Others thought that the programme was less effective than previous provision because it was not related to the specific context of the school, or that it was too early to judge impact accurately.

> *'I don't think [the pilot programme] is as effective as the programme we had in place' (Induction Lead, Programme B).*

Materials were seen as most developmental where they related to the phase or specialism in which the NQT teaches, and when they were seen as 'real'—videos without pupils in them were much less well rated. Mentors and NQTs on both programmes (A and B) noted the benefits of NQTs having direct access to these resources, which would improve NQT autonomy and decrease mentor workload. In Programme A, NQTs rely on mentors to mediate their access: in one case, an NQT wanted to access material about assessment to help them prepare for school assessments but was unable to do this as their mentor was 'really busy' (NQT, Programme A). In this same case, the mentor commented that they felt they had to read and digest materials before presenting them to the NQT during the mentor meeting and that if the NQT had access to the materials they could, instead, read materials in advance of the meeting.

The Instructional Coaching model as a mode of NQT development

The Instructional Coaching model (including a short, weekly, focused lesson 'drop-in' of around ten minutes followed by a 'bite-sized' action step for immediate application) was valued in many cases for its granularity and focus on action steps (which enabled NQTs to feel that they were making progress in clear and manageable small steps), and for encouraging frequent observations of NQTs.

> *'It's snappy, it's quick, it's to the point, it's effective in my view' (mentor, Programme B).*

'It's really useful because it's teaching very small steps, focusing on really small chunks at a time that's really manageable and achievable for the NQT' (mentor, Programme B).

'[NQT] loved the powerful action steps. [NQT] found those really, really helpful because [they] found that it gave [them] something to work for every single time. [NQT] always used to really like it when I would give the feedback on what I'd seen and send it back as completed because it made [them] feel like [they'd] fulfilled something within that week or within that two weeks' (mentor, Programme B).

Despite the reports of valuing the powerful action steps, these were not always entered on the dedicated platform that Ambition Institute provided. Participation data shows that in Programme A, only 52% of NQTs had at least one action step logged against them. In Programme B—where NQTs and mentors have access to systems—this rose to 84% (as of 17 March 2020). However, just one NQT across both models logged eight action steps. We are not able to determine from our data how far this is to do with the logging as opposed to participants not setting action steps.

Some participants in our case study interviews noted that the coaching model is more suited to some programme content than others. Most schools started with the 'behaviour' area in the first term (with the others being curriculum, assessment, instruction), which suits well the model of short 'drop-ins' to lessons. This may not work as well for other areas of development where more time is needed to observe the detail of the NQT's lesson in relation to the week's focus.

'Although in the coaching model you're meant to do quite a short observation and then quite a long mentoring meeting, sometimes I would sit in on [NQT's] lessons longer because what I wanted to see is how [NQT] was drawing out or kind of using the curriculum to teach throughout a lesson. And I couldn't always get that in five minutes or ten minutes' (mentor, Programme B).

Some mentors also expressed concerns during interview about perceptions of small steps as a basis for NQTs' development. One participant remarked: 'Sometimes it can feel a bit patronising and it kind of is … I don't know. It's broken down into such minuscule steps, that sometimes it's hard to see how you will ever make progress' (mentor, programme A). The same mentor later said she thought the benefits are 'far reaching'. These contradictory perceptions of the programme indicate the tensions that are present in much of the Ambition Institute case study data.

There was also wide variation in NQTs' perceptions of how they could learn from the programme, which reflected different expectations of how they would develop during the first year of teaching. One NQT valued the programme because it provided 'quick fixes' linked to the small steps (a perception voiced in both the November 2019 and May 2020 data). Other NQTs and mentors mentioned that the design of the programme did not explicitly account for NQTs' varying experience and prior expertise, including their learning from initial teacher education (ITE), and it did not always meet NQTs' needs, especially where their progress deviated from 'typical' expectations. In at least three reported cases where NQTs were struggling to make expected progress, they and their mentor ceased participating in the programme in order to focus on passing statutory NQT induction. Some Induction Leads also reported that 'high fliers' were not stretched by programme content because aspects included 'things that would have been covered previously in ... PGCE' (Induction Lead, Programme A).

'I've two different NQTs. One is further above that kind of level, so it would be good if the programme were able to stretch people coming into the profession at different levels. I think it presupposes that this is the basics.' (Induction Lead, Programme A).

'They are saying, "We have done all of that. She has done that and is able to do it really well … it's stifling some of them." Speaking to some of the NQTs they are saying, "I think we should be further on … I think it's not really met" … we have [multiple] NQTs and I don't think it has met all of their needs' (Induction Lead, Programme B).

This issue was also flagged by participants when reflecting on the expectation to commit to an area of the programme in each half term and stick with this area, which was initially seen as inflexible, although changes made during the pilot year to increase flexibility were valued. Mentors and NQTs noted the importance of being able to 'cherry pick' from across all areas to enable them to better meet NQTs' individual learning needs and schools' overall needs—such as working on assessment ahead of end of term examinations.

'Behaviour was … I would have skipped out probably, like, number one and two and gone straight on to number three because I felt like I'd already had enough evidence of [NQT] for the first two. But you couldn't, you had to do one and two. So, in a way I think that undermined the project a little bit at the start because I don't know whether [NQT] felt like [they were] being told to do stuff that [NQT] didn't feel was appropriate. If [NQT] had been able to do something really specific to [them] that we'd chosen as a pair rather than being told which one we had to do, I think [NQT] may have engaged with even more than [they] did' (mentor, Programme B).

In two cases, mentors commented that the structure of the programme had a negative impact on NQT progress. One felt that restricting the length of observations (a feature of the instructional coaching model) may have led them to miss 'some of the warning signs' that their NQT was in danger of failing (mentor, Programme B). It should be noted that this was a less-experienced mentor. A second mentor (Programme A) said that the inflexibility of the model prevented them from switching areas mid-term in response to their NQT's changing needs and that this 'hindered' progress.

Even in those cases where the programme was most highly valued and where participant report and observations suggest that it is adopted with the most fidelity, it was considered not to be comprehensive. This comment must be qualified by noting that evaluation is based on the first six months of the programme when most NQTs and mentors had only experienced two areas of content. Nonetheless, at the time of data collection the programme was widely described across cases as contributing to NQT efficacy alongside other inputs (for example, existing school NQT programmes and informal support from mentors and other colleagues).

How does the programme influence mentor efficacy/quality?

Mentor efficacy was measured at each wave of survey using two self-report measures: the Mentor Efficacy Scale (MES, Riggs, 2000) and our new Mentor Efficacy in relation to the ECF scale (MECF). The MES has two sub-scales: self-efficacy (MES-SE) and outcome expectancy (MES-OE). Additionally, NQTs were asked at Waves 2 and 3 about their mentor using three questions adapted from the MES. Answers were on a five-point Likert scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) and yielded a score from three (low efficacy) to 15 (high efficacy). This scale can be found in Appendix S. Findings for Ambition Institute Programme A are summarised in Table 14, below.

Mentor self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in Ambition Institute Programme A suggesting that mentor efficacy increased during the programme. Standardised mean differences are presented in Table 14. These findings should be approached with caution due to the different samples and the survey response rate (likely the most committed mentors completing the outcome survey).

NQT judgements of mentor efficacy were lower at Wave 3 than at Wave 2. We note that this is a shorter time period than for the TSES and NQT SECF and note the small number of respondents for this measure. We also note that the mean score at both waves is close to the maximum score on the scale (15) suggesting that changes may not be detectable due to ceiling effects.

Table 14: Ambition Institute Programme A—mentor efficacy scores

MES-OE is the Mentor Efficacy Scale Outcome Expectancy measure. MES-SE is the Mentor Efficacy Scale Self-Efficacy measure. MECF is our new mentor efficacy in relation to the ECF. NQT measure is a three-item scale drawing on the MES.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
MES-OE	34	42.4	4.16	10	47.0	4.52	1.06
MES-SE	34	69.7	6.50	10	73.6	5.72	0.64
MECF	34	118.0	15.4	10	122.0	18.3	0.24
NQT measure	15	14.5	0.74	11	14.2	1.47	-0.26

* Wave 2 for NQT measure.

Findings for Ambition Institute Programme B are summarised in Table 15.

Mentor self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in Ambition Institute Programme B suggesting that mentor efficacy increased during the programme. Standardised mean differences are presented in Table 15. These findings should be approached with caution due to the different samples and the survey response rate (likely the most committed mentors completing the outcome survey).

NQT judgements of mentor efficacy were marginally higher at Wave 3 than at Wave 2. We note that the mean score at both waves is very high suggesting that changes may not be detectable because NQTs tended to rate their mentors highly throughout the pilot.

Table 15: Ambition Institute Programme B—mentor efficacy scores

MES-OE is the mentor Efficacy Scale Outcome Expectancy measure. MES-SE is the mentor Efficacy Scale Self-Efficacy measure. MECF is our new mentor Efficacy in relation to the ECF. NQT measure is a three-item scale drawing on the MES.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
MES-OE	85	42.5	4.59	39	43.7	4.41	0.27
MES-SE	85	69.3	6.30	39	74.0	5.39	0.80
MECF	85	112.8	15.3	39	121.1	13.8	0.57
NQT measure	47	13.5	2.64	40	13.7	1.84	0.09

* Wave 2 for NQT measure.

Case study mentors ranged from first-time mentors who were also relatively new to teaching (in their third year of teaching) to those with considerable experience and expertise in teaching and mentoring. As mentioned earlier (under Participants), a significant minority of mentors who responded to surveys were fulfilling this role for the first time—34.4% on Programme A and 41.6% on Programme B. Mentors were also asked whether they had previously received any training in mentoring. The majority had received some training: 62.5% of Programme A mentors and 59.7% of Programme B mentors reported having previously had some mentoring training.

The Ambition Institute pilot programmes were typically valued more highly, and adopted with more fidelity, by novice mentors. These mentors commented on the positive impact of the programme on their mentoring and on their teaching: 'The little habits that are there, I think, would help with any teacher's development within their teaching career' (novice mentor, Programme B). More experienced mentors were more likely to take aspects of the programme and incorporate these into—or blend them with—their existing mentoring practices, using it more as a tool to add to their mentoring portfolio than as a structured guide to their practice:

> 'I'm at a different stage to someone who's mentored for the first time and we all have different needs in how we need to develop ourselves. So I think one-size-fits-all in terms of the provision for the mentors and the training should maybe be differentiated a little' (mentor, Programme B).

> 'I've done the instructional stuff but I've also been doing a little bit of questioning as well because I do think it helps [NQT] to become more reflective over time … I think it does help that [NQT]'s had the questioning and stuff, trying to get [NQT] to think about what it was that maybe didn't go so well … and then why [NQT] doesn't feel it went so well' (mentor, Programme B).

In the following case, one NQT suggested that their mentor was so highly skilled that the programme-specific approach to Instructional Coaching became a formality to overcome before more helpful mentoring could be undertaken.

> 'To be honest the whole Ambition thing … [mentor] would sometimes watch me and … sometimes it didn't really fit in with what the goals on there were and … it's tricky because [mentor] is such a good mentor so [mentor] didn't need that … didn't need them to give [mentor] goals and ideas of things that [mentor] could set next.

[Mentor] can just watch you and pick out individual things so I felt like that was just a formality we had to do like, "oh, I liked this; this is the goal on Ambition", and then once that was out of the way [mentor] actually just got into what [mentor] wants to say and what helped' (NQT, Programme B).

This finding should be contextualised in recognition that more experienced mentors may have found ways to integrate aspects in the pilot programme in their own processes of mentoring over a greater time period.

How do the pilot programmes influence job satisfaction?

As is detailed in the Methods section, we were not able to fully deploy the methods devised in order to investigate job satisfaction owing to the COVID-19 pandemic. Nevertheless, job satisfaction was measured at Wave 1 and Wave 2 of the survey using the Teacher Job Satisfaction Scale, which has three subscales: satisfaction with co-workers, parents, and students. Findings are summarised in Tables 16a and 16b. Small decreases in job satisfaction for both NQTs and mentors were found from Wave 1 to Wave 2. This may be unsurprising given that workload stress typically increases over the first months of the school year.

Table 16a: Ambition Institute Programme A—NQT job satisfaction scores (TJSS)

TJSS Subscale	Wave 1			Wave 2			ES
	n	M	SD	n	M	SD	d
Co-workers	13	4.77	0.32	15	4.49	0.58	-0.60
Parents	13	3.77	0.77	15	3.71	0.80	-0.08
Students	13	4.03	0.62	15	3.91	0.68	-0.18

Table 16b: Ambition Institute Programme A—mentor job satisfaction scores (TJSS)

TJSS Subscale	Wave 1			Wave 2			ES
	n	M	SD	n	M	SD	d
Co-workers	34	4.38	0.63	16	4.27	0.44	-0.20
Parents	34	3.55	0.80	16	3.4	0.89	-0.18
Students	34	3.82	0.71	16	3.79	0.95	-0.04

The TJSS was not included in Wave 3 because it was felt that perceptions of job satisfaction were not likely to be reliable with the existing levels of disruption that schools experienced due to COVID-19. Instead, new questions were added about whether the pilot programme would encourage NQTs and mentors to stay in their current role or school and in the teaching profession. Findings are summarised in Table 17.

No NQT said that the Ambition Institute Programme A would make them less likely to stay in their current role or school or in the teaching profession. One mentor said that it would make them somewhat less likely to stay in their current role or school, but no mentors said that the programme would make them less likely to stay in the teaching profession. The programme, therefore, seems to have little or no negative association with teachers' intention to stay.

Table 17: Ambition Institute Programme A—NQTs and mentors, intention to stay

		n	Much more likely to stay	Somewhat more likely	No difference	Somewhat less likely to stay	Much less likely to stay
If the pilot programme were running over the next two years, would it make you more or less likely to stay in your current role/school?	NQTs	9	1	1	7	0	0
	Mentors	10	1	2	6	1	0
If the pilot programme were running over the next two years, would it make you more or less likely to stay in the teaching profession?	NQTs	9	2	2	5	0	0
	Mentors	10	2	0	8	0	0

Findings from survey items for participants within Ambition Institute Programme B, at Wave 1 and Wave 2, are summarised in Tables 18a and 18b.

Table 18a: Ambition Institute Programme B—NQT job satisfaction scores (TJSS)

TJSS Subscale	Wave 1			Wave 2			Effect Size
	n	M	SD	n	M	SD	d
Co-workers	42	4.58	0.47	44	4.52	0.58	-0.11
Parents	42	3.40	0.79	44	3.35	0.75	-0.06
Students	42	3.44	1.01	44	3.36	1.09	-0.08

Table 18b: Ambition Institute Programme B—mentor job satisfaction scores (TJSS)

TJSS Subscale	Wave 1			Wave 2			Effect Size
	n	M	SD	n	M	SD	D
Co-workers	85	4.37	0.54	49	4.45	0.60	0.14
Parents	85	3.17	0.78	49	3.18	0.83	0.01
Students	85	3.33	0.89	49	3.46	1.02	0.14

As with participants in Programme A, the TJSS was not included in Wave 3. Instead, new questions were added about whether the pilot programme would encourage NQTs and mentors to stay in their current role or school and in the teaching profession. Findings are summarised in Table 19.

A majority of NQTs and mentors said that the Ambition Institute Programme B would make no difference to whether they would stay in their current role, school, or in the teaching profession; a few said that the programme would make them more—or less—likely to stay.

This suggests that the programme is unlikely to have a negative effect on teachers' intention to stay and may have a positive relationship with some teachers' decisions to stay.

Table 19: Ambition Institute Programme B—NQTs and mentors, intention to stay

		n	Much more likely to stay	Somewhat more likely	No difference	Somewhat less likely to stay	Much less likely to stay
If the pilot programme were running over the next two years, would it make you more or less likely to stay in your current role/school?	NQTs	37	1	4	25	5	2
	Mentors	39	4	10	21	1	3
If the pilot programme were running over the next two years, would it make you more or less likely to stay in the teaching profession?	NQTs	37	3	4	22	3	5
	Mentors	39	3	10	25	0	1

Theme 2: Valuing the mentoring process and ECT development within schools

How do participants rate the promise of the pilot programmes?

In the Wave 3 survey, participants were asked to rate the promise of the pilot programme in an optional, open-ended question: 22 respondents completed this question for Programme A—five NQTs, nine mentors, seven induction leads, and one induction lead and mentor. Comments were categorised as positive, neutral/mixed, or negative. All NQTs were positive about the programme, for example, one NQT commented that the frequent lesson observations allowed issues with teaching to be 'picked up quickly'. Another NQT added the qualification that the programme is 'good if the time is there to do it properly'.

The majority of mentors were also positive about the programme, particularly noting the usefulness of the 'granular' approach and the potential to support novice mentors. Two mentors offered neutral/mixed views, concerned about the amount of time required and the amount of investment from schools, as well as whether it would be suitable for all NQTs. One mentor observed that 'there would need to be flexibility in dropping a Powerful Action Step to focus on what a struggling NQT really needed urgent help with'. No mentors made negative comments.

The majority of Induction Leads also felt that the programme had promise, particularly emphasising the 'focus' and the Instructional Coaching approach. No Induction Leads made negative comments.

Seventy-four respondents chose to answer the above question for Programme B—28 NQTs, 31 mentors, 11 induction leads, and 4 who were acting as both induction lead and mentors. Nearly all NQTs were positive (19) or neutral/mixed (8) about the programme's potential, particularly mentioning the value of meeting with their mentors and the clarity and focus of the programme. However, there were concerns raised about practicalities around mentoring meetings being

cancelled and the extra burden of workload brought by the programme and the delivery platforms. The Sense-Making Clinics were criticised as 'simply not useful'. One NQT made a solely negative comment.

The majority of mentors (23) made positive comments on the programme, for example, noting potential benefits to the development of both NQTs and inexperienced mentors. However, four made neutral/mixed comments and four made negative comments. For example, mentors commented on the burden of workload to 'complete the coaching properly … prep reading … drop-in, prep coaching, coach' and so forth. All Induction Leads made positive comments about the programme, several identifying the benefits of support for both mentors and NQTs.

Participants within our case studies (for Programme A and Programme B) were all generally positive about the programmes as a systematic way of developing both NQTs and mentoring. The instructional coaching model was, in most cases, seen as a way to quickly develop practice in discrete steps. The use of research-informed resources was also highly valued.

It was common across our case studies to note high levels of effort and resource committed to running these pilot programmes and, at the end of programme, all Induction Leads interviewed seemed confident about the relevance of the pilots to NQTs' and mentors' development:

> *'It is about the development of both NQT and mentor. And improving mentoring, in turn, should improve, obviously, the outcomes for the NQT, hopefully, but also retention, and the quality of what an NQT is getting comes from the quality of the mentoring' (Induction Lead, Programme B).*

In one school (Programme B), for example, the Induction Lead was using their leadership time to cover three mentors for up to an hour per week each so that they could complete drop-ins; in another (Programme B), the Induction Lead spent a lot of time mapping their existing NQT programme to the pilot programme in an effort to streamline the NQT experience:

> *'I think it's: "How do we map our in-school coaching, in-school training sessions to work alongside the Ambition?" I know [Induction Lead] has found that particularly difficult this year because you don't want to repeat anything too much' (mentor, Programme B).*

Mentors frequently used substantial amounts of their own time to prepare for and lead coaching sessions and to support their NQTs beyond timetabled meetings:

> *'I would do a lot of the reading in my own time. I wouldn't do it at school because I wouldn't be able to. But I do a lot of the reading at home in preparation for the meetings and I'd do other notes at home in preparation for the meetings and stuff like that' (mentor, Programme B).*

It is heartening to observe this commitment, although two points must be made here. The first is that this commitment cannot be attributed specifically to the pilot programmes themselves—although the clear expectations and structure of the programme may help to raise the profile of the investment needed to fully support teachers in the early stages of their career. The second is that across cases it was clear that mentors needed to devote significant time to reviewing pilot programme materials outside of their coaching conversations. This requirement may diminish over time as mentors become more familiar with materials, and it should be read within the existing policy context around mentoring – mentors were not given additional time in the majority of our case study schools. This point is expanded in later sections of the report.

Was the coaching model adopted with fidelity?

In the Wave 2 survey, participants were asked for their views on the quality and importance of the elements of the pilot programme. As part of this they were given the option to indicate that they 'did not engage' with an element.

NQTs participating in the Ambition Programme A were asked about the 'weekly coaching session led by mentors for NQTs'. All 15 NQTs who responded to this survey reported that they had engaged with this element of the programme. However, it should be noted that this engagement score does not reflect the frequency of the sessions: the engagement data supplied by the developer provides greater detail on this (see Tables 21a and 21b under 'Feasibility').

Programme A mentors—including those also fulfilling the role of Induction Lead—were asked about the following elements of the programme: online materials for mentors (coaching fundamentals, weekly coaching focus, the ECF), online mentor peer learning groups, weekly coaching sessions led by mentors for NQTs, Coaching on Coaching for mentors, and the mentor induction conference. An engagement score was calculated for each respondent, with one point assigned for each element with which they had engaged and zero for any elements with which they had not engaged. The mean engagement score was then calculated for each participant, with a range of possible values from 0 to 1. Nineteen mentors responded to these questions, with a mean score of 0.89 (SD = 0.18), implying a high degree of engagement with the programme. The reservations expressed above about the interpretation of this engagement score also apply here.

NQTs participating in Programme B were asked the same questions about the weekly coaching session led by mentors for NQTs, weekly online content for NQTs (videos and exemplification), and NQT Sense-Making Clinics. Here, the mean engagement score for the 44 NQTs that responded was 0.89 (SD = 0.20) implying a high degree of engagement with the programme. However, it should again be noted that this engagement score does not reflect the frequency with which NQTs engaged with this element of the programme: the engagement data supplied by the developer provides greater detail on this.

Programme B mentors—including those also fulfilling the role of Induction Lead—were also asked about their views on the various programme elements (listed above). Again, the mean engagement score was calculated for each respondent. For the 54 mentors who responded to these questions, the mean score was 0.92 (SD = 0.13) implying a high degree of engagement with the programme. The reservations expressed above about the interpretation of this engagement score also apply here.

Initial observations of the Instructional Coaching model in action, during November 2019 school visits, highlighted the high frequency with which core aspects of the model—frequent 'drop-ins' to lessons, mentor-initiated dialogue and focused agenda-setting, structured and highly focused coaching conversation, and the use of action steps—were being adopted in practice, despite some local adaptations to how overall mentoring conversations were approached. The design of the induction stages of the programme appears to support the uptake of a fairly consistent model of coaching across schools, at the outset at least, despite large variation in mentors' previous experiences of coaching and mentoring. Mentors also praised the developers for their organisation and flexibility in fitting the Coaching on Coaching sessions within their timetables and technology restrictions.

This fidelity dropped off over time, although that does not seem to be a function of poor training or misunderstanding of the process but of challenges around 'fit' with NQTs and wider school priorities. This was highlighted by several pairs of mentors-NQTs who felt the need to merge their work on the pilot programme with other aspects of NQT development (for example, preparing for parents evening, working on assessments, or general school administration), prioritising the time available to focus on the most pressing issues.

> *'I mean, we do it in a certain way where we spend a little bit of time talking about the pilot scheme, the My Ambition, and the drop-ins and things like that, and then we have half of it anyway talking about what we feel we need to talk about'* (NQT, Programme B).

Feasibility

Theme 3 (Level 1): Mentor-mentee

Participants across cases valued the programme for providing easy access to research-informed teaching resources that fitted well with teachers' priorities for their professional development, reducing the challenges usually associated with finding and accessing this sort of material. This access is facilitated by the online platform (Canvas) and the design of weekly research topics into accessible modules. Online hosting of resources also has the affordance of enabling NQTs to return to resources at any time, beyond the structures of the weekly focus. This supports self-study and revisiting of content as appropriate to each NQT's learning needs. As referenced in a previous section, Programme B appears to have affordances over Programme A in supporting NQTs to access these online resources directly.

> *'The Canvas thing … it's one of those things you can keep going back to … it's almost like a safety blanket for the ECT for them to go, "Well that didn't work quite well so I'll just have another look." I feel that they can almost become an independent learner on that' (mentor, Programme B).*

> *'During this pilot it's really nice because I can carve out time during my day, or when I'm feeling like it, to sit and really reflect. I make notes and share them with my mentor ahead of time and then she reads them and then we have a conversation about it. So yes, maybe it works well for the way that I prefer to work' (NQT, Programme B).*

Nevertheless, during the pilot not all resources within each area of the programme (behaviour, instruction, curriculum, and assessment) were made available online to participants from the beginning of the programme. Since several NQTs and mentors then indicated that they would have liked fuller access to the complete range of materials to support their more flexible use, limiting the availability of the resources might reduce the feasibility of the programme.

The Instructional Coaching model has a very clear structure which seems replicable within the school. This approach is especially well-liked for its use of short drop-ins, instead of long observations, which seem quite manageable in terms of timetabling within most school systems. Nevertheless, its complete structure might incur some logistical problems to schools. For example, NQTs have development needs that go beyond the content of the programme to do with 'the school and the school's policies and assessments and all of those kind of things' (mentor, Programme B). Whereas previously these issues could be picked up during a weekly mentor meeting, mentors and wider NQT providers within the school have had to find other ways to address them (for example, during shared PPA time, break times, or before and after school) or to split their weekly time together to manage both pilot programme and more general school-related work. This is a consequence of the ECF promoting a structured development programme beyond these development needs.

A strength of the induction conferences for mentors and Induction Leads, as observed by the evaluators and reported in interviews, was the emphasis placed on NQT development through developing high-quality mentoring and the expectation that schools would resource mentors' time through reducing timetabled teaching commitments. Nevertheless, in several cases mentors commented that timetables had been planned before schools committed to the pilot programme and that—without the promised remitted time—they were having to complete the additional work associated with the programme in their own time.

Coaching on Coaching was highly valued by most mentors who experienced it, with one describing it as 'a little bit of a luxury', the opportunity for an hour focused specifically on their development (mentor, Programme A). Mentors would value this input earlier in the year than the spring term.

> *'I did find that particularly useful to see … nobody ever observes on how you're being as a coach, so actually it's quite useful and you're quite used to having people observe your lessons and actually it is quite nice to have people just observe' (mentor, Programme B).*

Mentors in the early years of their own career and without previous experience were likely to have a narrow view of the mentoring role within the model, with anxiety about their mentoring being 'right' or 'wrong' according to the model. A further challenge was a view of the model as comprising 'little steps' with a focus on development as 'easy'—'would be

nice, easy, manageable steps … I would have liked to have better training on that' (mentor, Programme B)—which then proved unable to meet the needs of an NQT who was struggling to meet expected standards.

Overall, Induction Leads regarded the pilot programme as a professional development opportunity for new mentors and were deeply committed to extending their schools as sites of professional learning for NQTs and mentors. They were also interested in the potential wider impacts on their schools through accessing resources and the Instructional Coaching model. There was, however, wide variability in the extent to which these expectations had been met by February half-term. Some mentors reported having developed confidence in their role and sustained mentoring, and they also responded positively to Coaching on Coaching support; one mentor, for instance, presented a professional development session to the school staff about the potentials of the Instructional Coaching model. Other schools and mentor-NQT pairs, however, had effectively stopped engaging with the programme because of perceptions that it did not bring sufficient benefits relevant to the demands on mentors' and NQTs' time:

> 'Due to the challenges for [the NQT] we focused very heavily on [NQT's] lesson creation and we'd gone down a different strand [behaviour] at the start and so that hindered me ... in January we left the pilot, just because it wasn't giving us what we needed. I think it could have given us what we needed but our NQT was so far behind' (mentor, Programme B).

Here the mentor had chosen a strand for development but was then not able to adapt this to immediate needs around planning, which they considered a priority.

> 'My NQTs and mentors mentioned … that they were able to have more productive meetings, informal meetings at other times as well, that improved their practice whereas they felt the nature of the ECF programme it did confine their conversations to what was on the remit for the week, the fortnight and the action steps' (Induction Lead, Programme B).

As with critiques of pilot programmes elsewhere within this report, we here see a limitation of the ECF advocating a structured programme of development which necessarily goes beyond the immediate needs of new teachers. School colleagues were not always able to disentangle the programme and immediate needs in reporting that the pilot programmes did not provide for every aspect of teacher development.

Are the programmes feasible in relation to workload?

Workload implications of the programme for mentors and NQTs across the sample are noteworthy. Some mentors were allocated time for their weekly mentoring meeting and associated preparatory activities (dropping in to lessons each week, reading online materials and preparing for the weekly meeting) but many were not. Where schools were unable to protect this time within the week, mentors effectively gave up their 'free' time to these tasks and this had consequences for their overall workload.

> 'I have the drop-in session, that's half an hour. I then have the coaching session, that's an hour … I would spend Thursday evening preparing ready for the coaching session. About an hour' (mentor, Programme B).

> 'I'll be honest. When we went to the induction day, we were told that, as mentor and mentees, that we were entitled to additional PPA time to complete the requirements of the course. I have no idea where it's gone wrong. By the time we signed the agreement, the timetable for this year had already been put in place so I haven't got any additional PPA time built in for this course. Normally, me and [NQT] are meeting after school to discuss all this. So, it's taking up extra time on top' (mentor, Programme B).

> 'I said to [Induction Lead]: "There's no way I can do this and mark the amount of papers you want me to mark and still stay alive"' (mentor, Programme B).

Even where mentors' time allocation for programme elements themselves was covered by the school, the structured focus of the mentor meeting (the weekly coaching focus) meant, for some of them, that other topics related to NQT development needed to be picked up elsewhere in the school week. This speaks to the programme not covering all aspects of development, in line with how the ECF has been established. Examples of needs falling beyond the programmes included support with lesson planning, preparation for formal observations, guidance on engaging in school assessment activities, and supporting pastoral responsibilities.

'Time has been a barrier and having those Instructional Coaching conversations does take time. I think sometimes you always worry at what cost. If I invest all of my time into this, am I not giving them all of the information they need? Are there other things we need to get through in our meeting?' (mentor, Programme A).

Within case study interviews we asked participants to detail the time they spend in engaging with the pilot programme and supporting activities. We separated out the time that was additional to the school norms of mentoring/coaching, which in most cases was a single allocated period on the timetable. We separated the time spent on activities for which they had cover or directly allocated time from activities which fell outside of cover/direct allocation.

In presenting the time-cost evaluation below we focus on the perspective of school leaders and others considering support of ECTs (for example, in multi-academy trusts or local education authorities) in understanding the additional time and resources that would be required in order to support ECTs through the pilot programmes. The costs associated with this are primarily incorporated into the time required, on a weekly or fortnightly basis, for NQTs, mentors, and Induction Leads to engage with and support the programme. We focus upon this time in our analysis.

As schools will have varying numbers of NQTs (and ECTs), we have left the time for NQTs and mentors as separated to support readers in estimating costs within a particular school. Whilst engagement with the programme overall is relatively constant for Induction Leads, our case studies found that the time that Induction Leads spent monitoring and supporting NQT development varied considerably. However, this was not simply a function of the size of the school or number of NQTs; some Induction Leads were more 'hands on' in direct contact with mentors and ECTs than others, according to varying school processes. Across the five Induction Leads who gave a detailed breakdown of time, there was no relationship between time spent on activities and the number of mentors in the school. In some primary schools, the role of Induction Lead was taken on by the only mentor, and therefore the two roles were combined. As such, the findings around time must be read within the context of each school having its own processes and norms.

Table 20a: Total time devoted by personnel for training—induction only

		Year 1	
		Number of teachers (start of pilot)	Hours
Training	Induction Lead	61	4h + regional travel (1 day)
	Mentor / Coach	136*	12h + regional travel (2 days)
	NQT	124	0

* This includes those with dual roles as Induction Lead and mentor/Coach, who only attended the induction for coaches.

The Peer Learning Groups and Coaching on Coaching for mentors have been included in preparation and delivery, framing mentor development as part of the programme. Likewise, Sense Making Clinics for NQTs are included under preparation and delivery.

Table 20b: Weekly time devoted by personnel for preparation and delivery

		Nominal hours reported by developer (weekly coaching option)	Nominal hours reported by developer (fortnightly coaching option)	Mean number of hours reported in interview Hours (SD)
Preparation and delivery	Induction Lead	0.28	0.16	0.86 (1.18)
	Mentor	1.53	0.91	1.75 (0.80)
	NQT (Programme A)	0.75	0.3	N/A
	NQT (Programme B)	1.53	0.91	0.30 (0.85)

During interview, we asked respondents to add up the time they spent on elements of the programme, above the school norms (see Appendices P2–P7 for protocols). In some schools, no specific timing had been allocated to mentoring ECTs in previous years (although this took place on an ad hoc basis). In other schools, a meeting every fortnight or half term (six weeks) was specified.

Our findings suggest that the time reported by mentors to support the programme, in the initial period evaluated, is above the estimates provided by the developer. Case study interviews suggest that for mentors this was in the time required to engage with additional resources and the observations and subsequent instructional coaching. Mentors reported that their 'normal' mentor meeting still dealt with the day-to-day concerns of NQTs. As noted throughout the report, existing processes of NQT support were not replaced in the majority of schools during the set-up period evaluated. From this analysis we propose that once the programmes have embedded in schools, mentors would be able to undertake the programme in one and a half hours per week if coaching happens weekly, or one hour per week if it is fortnightly.

NQTs reported less time to engage with the programmes than estimated by Ambition Institute. Analysis of case studies suggests that NQTs, on both Programme A and Programme B, fitted the programme into their reduced timetables. Where estimates included engagement with materials or coaching outside of this, higher values of additional time were reported. As noted earlier (under Methods), mentors were able to compare the pilot programmes to previous practice and the time indicated or allocated by their school for supporting NQTs. We believe this led to them classifying the time dedicated to the programme as 'additional', whereas NQTs were not able to make these comparisons.

Survey findings suggest that the majority of mentors supported a single NQT. For Programme A, the mean number of NQTs per mentor was 1.27 (for primary schools) and 1.11 (for secondary schools); for Programme B it was 1.06 and 1.23, respectively. For each programme and each phase, the median was one NQT per mentor. From time figures reported by mentors during case study interviews, we conclude that school-to-school differences were greater than the within-school differences found in schools with more than one NQT, although we have only one case of this within our data for Ambition Institute pilot programmes, and in that case the NQT also received support from a head of department. We are, however, able to use the developer estimates to propose how time might scale if a mentor had more than one NQT to support in the programme. Table 20c below illustrates these estimates.

Table 20c: Estimates of time for mentoring/coaching with differing number of NQTs

	Total estimate hours with 1 NQT	Total estimate hours with 2 NQTs	Total estimate hours with 3 NQTs
Mentor: weekly coaching option	1.53	2.53	3.53
Mentor: fortnightly coaching option	0.91	2.42	2.92

As noted above, there are considerable challenges in interpreting the time spent by Induction Leads on the programme. The higher time report in case studies than in developer estimates might be due to multiple NQT and mentor pairs in a school. Case study data also suggests an initial 'start-up cost' as Induction Leads become familiar with the programme.

We were not able to gather sufficient data from case studies in May 2020 around Ambition Institute Programme A. In Programme B, this interview data suggests that mentors spend, on average, an additional 49 minutes on activities related to supporting NQTs per week that is covered, and 56 minutes more which fall outside of their covered time. Induction Lead time was primarily within a senior leadership role and they estimated an average of 16 minutes covered, but still 36 minutes, on average, per week which was not covered. The majority of NQTs on Programme B interviewed around time allocation reported that it fitted within their 10% timetable reduction compared to other staff, although some reported that additional coaching and online Sense-Making Clinics went beyond this.

The two NQTs on Programme A within case studies did not report any workload concerns associated with the programme since their only contact with it was in their allocated mentor meeting and when mentors observed their teaching. NQTs on Programme B reported a more mixed experience with some enjoying the access to the resources, but others struggling to keep up with weekly expectations. Those who struggled found it hard to engage with the programme because they prioritised statutory induction and the workload associated with day to day school operations.

> *'I think it's quite a lot to expect someone to do the readings every week, especially where some weeks you have got parents' evenings or other things going on. I think it is good to have them there though so, like I did, you can pick and choose what you want to read and what you don't and I didn't really feel like there was any pressure if*

I hadn't done anything to go back and do it so I don't know really. It is quite a lot to ask from someone but then at the same time, as long as your mentor is quite relaxed and it's not like you have to do absolutely everything, it works quite well' (NQT, Programme B).

It should be noted that this finding relates to how the programmes (and indeed all programmes to support the ECF) fit with other aspects of teacher development and statutory requirements. Nevertheless, the need to adapt the pilot programme to immediate needs and to ameliorate its workload implications was commonly cited as a reason for adapting the programme in both models. Adaptations observed across cases included reducing the frequency of Instructional Coaching from weekly to fortnightly (which was permitted under guidance from Ambition Institute), splitting meeting time between Instructional Coaching and more general school priorities, and prioritising wider issues over the IC model.

'So, our meetings were actually taking that priority just to make sure that I was confident in delivering—for the first time—the mock exam for the A-level students. And then, yes, as I mentioned before, we were doing the sessions on behaviour … and then we had to stop actually because I was really into my Year 13. It was my first time teaching the A-levels, so that attention went there, for example' (NQT, Programme A).

In addition, some of the programme systems add to workload—accessing multiple online systems (Canvas and PASPro) and logging action steps (on PASPro) were experienced frequently as draining on time. Initial attempts by some to gain access to online platforms were also time-consuming:

'I still find using the two platforms is the biggest issue; I think the stuff is really good but I think it needs to be one platform' (mentor, Programme B).

'If you've only got one place to go for everything, I think staff would find that easy to access. It wouldn't be used as an excuse, I'm on the wrong platform, why can't I find something? So, I think if it was all in one place, then both the ECT and the mentor could work through it easier. Initially, do we go onto Canvas for this? Do we go onto PAS? Or where do we find it? I think the simpler the better, and starting with one place would be a good thing' (mentor, Programme B).

Similar comments were made by mentors and ECTs about the online sessions whose synchronous timetabling during the week prevented a more equitable engagement with these programme elements. Developers worked with schools initially to schedule sessions Monday to Thursday, starting at 3pm, 3.45pm, and 4pm. While observing Peer Learning Groups after school, however, evaluators noted multiple disruptions where mentors were called away from training to deal with enquiries from students and colleagues. In one school, the NQTs reported that their school closed at 5pm so the after-school training finished as they were being asked to leave the building.

Theme 4 (Level 2): School level

Most Induction Leads and mentors agree that the pilot has potential to improve NQT provision, with programme goals and content generally thought to be aligned with school improvement priorities around research-informed teaching and targeted development goals for NQTs. Mentors in one school presented to colleagues, as part of wider school CPD, 'how it had improved their practice as well as the NQT practice' (Induction Lead, Programme B). In another school, resources were used with student teachers as part of their ITE provision, and other Induction Leads also mentioned their intention to use the coaching model or resources in their wider CPD provision.

> *'I got this overwhelming feeling that it's a useful support process for all teachers at all levels. And I got quite overexcited, probably. And the circumstances about the possibility of it being a way of developing staff and of observations not being related to performance management but actually being linked to proper development. So, I could kind of see a sort of future outside of the programme' (mentor, Programme A).*

Overall, the pilot programme was not being enacted in 'blank slate' schools but in conditions where existing provision was targeted to NQTs' needs and where the new programme was expected to both fit with, and improve, that provision. Also worthy of note is the profile of the schools in the case study sample. All reported strong existing programmes of teacher professional development, including functioning NQT induction programmes and, in many cases, connections to local Initial Teacher Education (ITE) providers. All continued to run at least partial versions of their existing programmes alongside the pilot. This may have affected behaviour around—and judgements of—the programme since it was being compared to a valued existing offer in a setting that already demonstrated commitment to the mentoring process and ECT development.

In these cases where there was a rich and diverse offer of professional development, the role of the programme was supplementary rather than central to NQTs' development—most schools would use elements of the programme to augment existing provision. One school, for example, had concerns from the outset about the extent to which 'the programme would cover everything that, as a school, we would like to be covered and in as much depth' (Induction Lead, Programme B). In May 2020, this Induction Lead judged that the pilot programme was less effective than the programme already in place because the latter was 'grassroots' and designed by those running it, explaining that she felt her expert knowledge of what it takes to teach successfully in her school was not utilised by the programme. She emphasised the profile of the school with high numbers of pupils with EAL, stressing that understanding the needs of pupils in the school was a priority for developing as an NQT. She could not imagine completely replacing the NQT provision she led with the pilot programme. Therefore, for these schools the current model was seen as additional to the school programme, resulting in additional demands on NQTs' time.

Most schools reported similar challenges in matching their existing provision with the programme. In a Programme B school, for instance, the Induction Lead tried hard to map the contents of the programme to their school's existing provision but struggled to do so because they could not access the detail they needed on the programme.

> *'You ended up with, sort of, three things … well, actually, four things. You ended up with our programme that we would have been running historically anyway, you had the Powerful Action Steps bit, you had the Canvas bit and all the things that go with that, and then you've got an appropriate body who obviously has the official NQT ... I think that the downside was that, obviously, we didn't get the information until the year had started, so I couldn't really support it with sessions, if you like, on particular things. So, for example, we started with the behaviour strand, and what it would have been quite nice to do, I think, to support it, is that some of the NQT sessions that I led may be linked with that as well. But obviously, not getting the information early enough, it was impossible to plan that' (Induction Lead, Programme B).*

Overall, these Induction Leads expressed strong desire for ownership over professional development programmes for NQTs in their schools, frequently associated with acute awareness of their accountability for NQT progress and responsibility for wider quality assurance and professional development within the school. Around the school visits in November 2019, all Induction Leads prized being part of the pilot in the initial stages, but they would like to have received more input at the start of the programme about its implementation and demand (for example, for time allocation and access to online platforms). Most of them worked on the programme closely to their mentors and NQTs, but some mentioned their wish to have a clearer position within it, including better access to engagement data about their mentors and NQTs:

'So I get the engagement data for Powerful Action Steps—which is how many lesson visits there have been by the mentors and how many action steps have been set, and so on— although, when I got it, it was definitely inaccurate—because I had live access, and they were totally different. And I did send that back and say, "I wonder if you could check this." I mean, it had my … who I would consider my best and most proactive mentor had done the least visits, and I knew that wasn't the case. So, yes, I did get a report, but it wasn't accurate, and I told them that' (Induction Lead, Programme B).

The range of models of delivery observed in this evaluation (frequency, duration of coaching sessions, and timetabling of drop-ins) illustrates the logistic challenges to its implementation and integration with so many other facets of school life. In primary schools where mentor and NQT shared their teaching of a specific phase, cover was always required by other staff members for the mentor to drop-in to the NQT's lesson. In a large secondary school with split sites, arranging drop-ins was difficult, with mentors having to sometimes drive to other sites to observe their NQTs since video-recording classes was against that school's policy:

'No, it's [drop-in] not changed in any way [since the November visit] but it's still been the difficulty is having three sites, to then go and drop in, because quite often when I've been free, I've been on the wrong site, so that doesn't help' (mentor, Programme B).

The programme also appears to be quite vulnerable to both planned and unplanned factors in the typical 'life' of a school that disrupt the focus/schedule of Instructional Coaching sessions or the ability of NQT and mentor to engage fully in programme. Such factors include, for instance, changes in staffing (including staff absence), demands of the school assessment cycle, parents' evenings, and situations where mentors have wider school responsibilities and are called away by those (for example, SENCO or role in teaching school leadership). These are quite common events in a school year which the programme cannot control and therefore needs to be able to operate alongside. There is substantial evidence in the pilot of NQTs and mentors prioritising other calls on their time over programme elements.

In this scenario, time allocation/timetabling (for observations, mentoring sessions, attendance to online sessions, and so forth) within the school system also had a great impact on the programme feasibility. Giving mentors and NQTs time in their working week to participate means that schools need to be willing to resource time off timetable and have the staffing cover to do so. In order to do so, resources, funding, and information need to be available early enough in the preceding school year to support timetabling at the time it is planned. This required time allowance was not consistently enacted across the sample of schools and this led to notable differences in how the programme was implemented, with NQTs in some schools having four times the amount of engagement with the programme as others (ranging from 30 minutes per fortnight to one hour per week).

Lastly, the programme design assumes that NQTs and mentors can access materials and sessions through online platforms at school. Nevertheless, school firewalls and access to computers (and a quiet space in which to do this) are school-level challenges experienced by some participants that need to be resolved for the programme to operate successfully. Some NQTs and mentors reported, for example, having had to miss wider school CPD activities and meetings in order to go home to attend online sessions that were part of this pilot programme.

These school level issues around feasibility manifest in poor attendance in online sessions within the pilot programme, summarised in Tables 21a and 21b.

Table 21a: Attendance of NQTs at Sense-Making Clinics—Ambition Institute Programme B

Sense-Making Clinic	SMC 1	SMC 2	SMC 3	SMC 4	SMC 5	SMC 6
Signed up	31	55	43	44	40	46
Present	13	38	23	39	20	28
Sign-up (as a % of cohort)	32%	57%	45%	46%	45%	47%
Attendance (as a % of cohort)	13%	39%	24%	41%	22%	29%
Attendance (as a % of sign up)	42%	68%	52%	89%	48%	61%

Table 21b: Attendance of mentors at Peer Learning Groups—Programme A and Programme B

Peer Learning Group	PLG 1	PLG 2	PLG 3	PLG 4*
Signed up	38	64	47	31
Present	23	39	29	21
Sign-up (as a % of cohort)	33%	56%	39%	27%
Attendance (as a % of cohort)	19%	33%	25%	19%
Attendance (as a % of sign up)	61%	62%	63%	68%

* Not including participants from the multi-academy trust.

It should be noted that there were initially a range of technical issues around online sessions involving logins and some restrictions from school computer networks in accessing sessions. These were addressed quickly by the Ambition Institute team.

Taken with the comments around the perceived quality of the online session (see 'Evidence to support theory of change' earlier), the feasibility of these online sessions appears to be low.

Theme 5 (Level 3): Wider system

Among the programme elements, the Instructional Coaching model seems (fairly) easily adopted and replicated across schools and wider networks. This was especially the case for schools from one multi-academy trust (MAT). This MAT partnered with Ambition for the pilot with the aim of testing the hypothesis that a 'delivery partner' could be trained to deliver the programme. Schools in this delivery-partner MAT were already familiar with this model's ways of working and language. This resulted in a more straightforward process of incorporating the Instructional Coaching model within those schools' NQT provision. Mentors and Induction Leads in these schools were then happy to work on a pilot programme that shared language and coaching approaches with their normal CPD activities, and their perceptions did not change after our visits in November 2019. The programme ran steadily (although with a certain degree of adaptation due to NQTs' specific development needs) in these schools throughout the whole school year, even during the school closures, with some participants still going through the online resources and coaching sessions and engaging with some of the online sessions being offered by Ambition Institute.

Nevertheless, there was some confusion about what was part of Ambition Programme B and what was part of the delivery-partner MAT's wider staff development programme, such as training on the Instructional Coaching model for all staff, including those not on the pilot programme. This begs the question as to what 'standard' support is on offer in such situations and whether it duplicates aspects of the intervention. While familiarity with the terminology and practices of coaching were helpful when implementing the pilot in these MAT schools, it also highlights the need for programmes such as these to integrate with, and compliment, existing NQT provision.

This overlap between the programme and the delivery-partner MAT provision also has implications for other elements of the pilot, such as the online sessions (Sense-Making Clinics and peer learning groups). MAT-specific sessions were provided with participants from these schools grouped together in sessions led by facilitators from the delivery-partner MAT who were previously trained by the Ambition Institute developers. The fact that these sessions were not run by the original programme developers seems to have impacted on their delivery. The evaluators who observed some of these online sessions noted that they were run in a less structured format, with less fidelity to how they were being delivered by Ambition Institute facilitators in the rest of the pilot. In addition, some participants perceived the delivery-partner MAT facilitators as being 'under-prepared': 'Sometimes I felt like the facilitators might have been a little bit underprepared for it' (NQT, Programme B, delivery-partner MAT school). A mentor from one of these case study schools who had been trained by the developers to run some of the Sense-Making Clinics for NQTs shared a similar impression:

> 'But the one where the lady was kind of talking me through the sessions that I then had to deliver online, I found that whole thing really confusing because I still can't work out to this day why she didn't just deliver those sessions because she'd clearly taken ages to prepare them. She then spent 45 minutes to an hour talking me

through them. And then I delivered them. But I just felt like the middle-man because I hadn't prepared those resources. So, I didn't know them inside out. … But they were all her resources. It seemed like a weird middle-man situation, that she almost gave me a script of what to say and then I delivered that script. But she could have just done that. So, that felt a little bit odd to me' (mentor, Programme B, delivery-partner MAT school).

Induction Leads in schools that were not part of this MAT also mentioned the potential of the Instructional Coaching model and of some online resources available via the platforms to be used more widely across their local and regional schools' networks. This highlights the potential of the programme to contribute to wider ITE, NQT, and CPD provisions across these networks, as suggested by an Induction Lead who was also leading the work of a regional group of schools around the School Direct ITE programme:

'On the B placement [of School Direct], when they've got more experience, that is tailored to their individual needs. Now what I was hoping was if we'd gone right through this programme [Ambition Programme B], we could have then identified key areas in this programme to supplement it' (Induction Lead, Programme B).

Despite this perception that the programme can contribute to wider professional development provisions, care needs to be taken when running it concurrently with programmes supporting statutory induction. In most participant schools, the programme was given less priority than statutory induction whenever formal observations and reports were due, with mentors and Induction Leads suggesting impact on workload or on the extent to which the programme could fairly be judged as effective or not during those periods:

'I would say if it's going to replace the original route, which is what I thought was going to happen, it wasn't going to run concurrently, it's awesome. If it's going to be an additional support, unless you can ringfence that extra time for NQTs on top of the statutory route, it's going to be viewed as more of a burden than a support' (mentor, Programme B).

That was especially relevant when working with NQTs at risk of failure, as noted below by an Induction Lead. Therefore, the extent to which the programme is prioritised in the context of NQT accountability and statutory induction is likely to depend on drivers at system level as well as school priorities (some of which derive from this system) and individual needs.

'I think she [NQT] was overwhelmed. She looked upon this programme as being an extra workload. We were trying to say, "It's just like a big umbrella over the whole programme." We were saying, "It is a two-year programme so try to get you through the NQT year." Unfortunately, she didn't meet the standards in her first assessment. We are part of [a regional school network], so we got their coordinator in and that was all part of the support as well. So what we did was we rolled back [the programme] and we just went on to very simple steps. We had three targets within an action plan [for the NQT's next formal assessment] and then we worked from that. This all triggered off about November. We were hoping to then come back into this programme [Ambition Programme B]. Since then she left, she put her resignation in in February and left at the end of the, well she left lockdown day' (Induction Lead, Programme B).

Scalability and readiness for trial

In considering the scaling up of these programmes for rollout of support for ECTs, we drew on the above findings around the theory of change (promise) and feasibility, focusing on the logic model initially developed to describe the causal processes. We here report first the relevant survey findings and then the emergent themes from other data.

Theme 6: How far the logic model describes the processes of change

Survey participants were asked for their views on the quality and importance of programme elements. This supported evaluation of each component of the logic model for each programme. Responses from Wave 3 are reported here.

For Ambition Institute Programme A, the majority of NQTs reported that the weekly coaching session was 'very good' or 'good' quality. Similarly, the majority of NQTs reported that the weekly coaching session had 'strong' or 'moderate' positive impact (see Table 22).

Table 22: NQT perceptions of the quality and impact of elements of the Ambition Institute Programme A at Wave 3 (n = 10)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Weekly coaching session led by mentors for NQTs	5	2	3	0	0
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Weekly coaching session led by mentors for NQTs	7	2	1	0	0

Similarly, mentors in Programme A were also positive about the quality and impact of the programme elements (Table 23). The only element that was not described as 'very good' (by any participants) or 'good' (by a majority of participants) was the mentor online peer learning groups; five participants responded 'I don't know', which may imply a lack of engagement with this element. However, five mentors did rate online peer learning sessions as having moderate impact (with five saying 'don't know').

Table 23: Mentor perceptions of the quality and impact of elements of the Ambition Institute Programme A at Wave 3 (n = 11)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Online materials for mentors: coaching fundamentals	2	7	0	2	0
	Online materials for mentors: weekly coaching focus	2	6	2	1	0
	Online materials for mentors: the ECF	2	6	2	1	0
	Online mentor peer learning groups	0	5	1	0	5
	Weekly coaching session led by mentors for NQTs	3	6	0	0	2
	Coaching on Coaching for mentors	3	4	2	0	2
	Two day induction conference for mentors	6	2	0	2	1
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Online materials for mentors: coaching fundamentals	4	5	2	0	0
	Online materials for mentors: weekly coaching focus	3	7	1	0	0
	Online materials for mentors: the ECF	2	8	1	0	0
	Online mentor peer learning groups	0	5	1	0	5
	Weekly coaching session led by mentors for NQTs	8	1	0	0	2
	Coaching on Coaching for mentors	2	5	2	0	2
	Two day induction conference for mentors	4	6	0	0	1

Participants in Ambition Institute Programme B were also asked for their views on the quality and importance of programme elements. Responses from Wave 3 are reported here.

NQTs in Programme B were most positive about the weekly coaching sessions, with the majority of NQTs (35, 92.1%) reporting that the weekly coaching session was 'very good' or 'good' quality. The same number reported that the weekly coaching session had 'strong' or 'moderate' positive impact.

There was moderate praise for the weekly online content for NQTs, with 19 (50.0%) reporting that it was 'very good' or 'good' quality and a majority (26, 68.4%) reporting that it had 'strong' or 'moderate' impact.

However, NQT Sense-Making Clinics were less well-liked with the majority of NQTs in Programme B who responded reporting that they were 'satisfactory' or 'poor' quality (26, 68.4%) and a similar number reporting that they had 'no' or 'negative' impact (27, 71.1%). Full findings are in Table 24.

Table 24: NQT perceptions of the quality and impact of elements of the Ambition Institute Programme B at Wave 3 (n = 38)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Weekly NQT online content	3	16	16	2	1
	Weekly coaching session led by mentors for NQTs	18	17	1	2	0
	NQT online Sense-Making Clinics	1	9	12	14	2
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Weekly NQT online content	2	24	12	0	0
	Weekly coaching session led by mentors for NQTs	24	11	3	0	0
	NQT online Sense-Making Clinics	1	8	21	6	2

Similarly, mentors in Ambition Institute Programme B were also positive about the quality and impact of the programme elements. The only element which was not described as 'very good' or 'good' by a majority of participants was the mentor online peer learning groups, which was rated 'satisfactory' or 'poor' by 24 mentors (51.1%). See Table 25.

Table 25: Mentor perceptions of the quality and impact of elements of the Ambition Institute Programme A at Wave 3 (n = 47)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Online materials for mentors: coaching fundamentals	18	20	5	4	0
	Online materials for mentors: weekly coaching focus	16	19	9	3	0
	Online materials for mentors: the ECF	18	19	7	3	0
	Online mentor peer learning groups	3	17	15	9	3
	Weekly coaching session led by mentors for NQTs	10	31	2	3	1
	Coaching on Coaching for mentors	7	27	5	4	4
	Two day induction conference for mentors	12	20	7	5	3
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Online materials for mentors: coaching fundamentals	14	28	4	1	0
	Online materials for mentors: weekly coaching focus	12	29	4	1	1
	Online materials for mentors: the ECF	13	27	5	1	1
	Online mentor peer learning groups	1	22	18	3	3
	Weekly coaching session led by mentors for NQTs	22	19	4	1	1
	Coaching on Coaching for mentors	14	20	8	1	4
	Two day induction conference for mentors	14	22	6	1	4

Within case studies, some Induction Leads commented that the half-day induction conference was too short and lacked the necessary detail to prepare them to lead the programme successfully. Mentors consistently praised the two-day induction conference for mentors as meeting their needs in preparing to enact the programme, and the Coaching on Coaching sessions as providing them with opportunities for one-to-one development of their mentoring:

> '[Induction training was] particularly useful seeing it in action and seeing how the theory actually applies to what we're doing and … thinking about how it might work in our schools' (first time mentor, Programme B).

Online NQT Sense-Making Clinics and mentor Peer Learning Groups were poorly rated in relation to their promise. Besides being too long and poorly scheduled (hard to fit around other school commitments), they were also seen as not well targeted to participants' needs as they repeated content available elsewhere in the programme and offered limited opportunities for networking with peers in ways that they valued. NQTs would prefer to meet in groups to collaborate in very focused ways with others from their phase rather than mixing across primary and secondary teachers. One mentor—familiar with the content of a Sense-Making Clinic—described the content as 'so generic [that it] didn't really hit anyone' (mentor, programme B). The rating of the online sessions reflects issues surrounding access to them and their timing (discussed under Feasibility later).

Observation of online training (Sense-Making Clinics and Peer Learning Groups) corroborates the experiences of mentors and NQTs in the narrative above in respect of limited personalisation of the learning experience for mentors and NQTs. We recognise that they were in development as the pilot was cut short due to COVID-19. This does not apply to the Coaching on Coaching element of the programme, however, which appears, from limited sampling, to be highly adaptable to meet mentors' individual needs in relation to developing Instructional Coaching skills.

Theme 7: The affordances and barriers we anticipate if the pilot programmes were taken to a larger number and broader range of schools

The above survey and interview responses, combined with the issues around rating of online sessions and the poor attendance at these sessions (discussed in previous sections: Tables 21a and 21b), shows that within the evaluation period the Peer Learning Groups for mentors (in both models) and the Sense-Making-Clinics for NQTs (Programme B only) were not fulfilling the anticipated role within the logic model. We strongly suspect that this is limiting the impact of the programmes upon mentor understandings of Instructional Coaching and the content of the ECF and, in Programme B, the ECT understandings directly.

A further consideration for taking these pilot programmes to scale is the initial set-up costs of mentors and Induction Leads understanding the processes involved, coordinating across the school, and supporting the approach.

> 'If you were to cost that out, cost my time … a school would see a big cost in terms of deputy head time costed out but we think it pays dividends because our NQTs were so much better than they have been before and the children's homework is better too, so it was a worthwhile investment' (Induction Lead, Programme B).

The role of the Induction Lead also supports the wider development of Instructional Coaching within schools within the logic model. It was the intention that Induction Leads would have access to data in order to support their management of the mentoring processes, including around completion of Action Steps (logging of targets), attendance at online sessions, and ECT participation data. This data was provided at the end of the first term of the pilot but due to the pilot being cut short (due to COVID-19) we were not able to evaluate how schools used this data.

Overall, we propose that the coaching aspects of the Ambition Institute programmes, supported by the initial meetings, coaching guide, and self-directed content, are likely to be replicable at scale. The online sessions (Peer Learning Groups and Sense-Making-Clinics) could be scaled in their delivery with relative ease. However, within the short evaluation period these were not contributing to the impact of the programme as originally hoped.

Model of cost per Early Career Teacher

The total cost incurred by Ambition Institute to develop and deliver the pilot programmes was £357,785. Of the total cost, £141,888 was spent on developing the programme and £215,867 classified as recurring costs. We provide here a model of the development costs being recuperated over the first 1,000 ECTs, recognising that the programmes are designed to be taken to scale quickly. We tentatively suggest that this may be achieved within three years. As such, we here apportion 124/1000 = 12.4% of the development costs to this pilot year, corresponding to the 124 NQTs at the start of the programme. This allows us to provide a model of cost per ECT as shown in Table 26.

Table 26: Model of cost per ECT

Number of ECTs	Recurring costs per ECT in pilot year	Development costs per ECT in pilot year	Estimated cost per ECT in pilot year

124	= £215,867 / 124 = £1,741	= (£141,888 x 12.4%)/124 = £142	= £1,741 + £142 = £1,883

 It should be noted that we are not able to distinguish between Programme A and Programme B within this model because the costs are not broken down so as to separate out the additional costs associated with direct materials and support to NQTs in Programme B, although we suggest that the costs for Programme B are likely a little higher than those for Programme A for this reason. The model also assumes that costs are distributed evenly across all NQTs in the pilot programmes. Our data does not allow us to perform a sensitivity analysis around the variation in cost with different numbers of NQTs, mentors, and Induction Leads within a school (as the central delivery costs are not broken down in this way).

The prerequisites for the pilot programmes include meeting spaces for coaching conversations, computer access to engage with online materials, and video cameras in the rare cases where lessons were recorded for coaching conversations and for Coaching on Coaching. However, none of the case study interviewees saw this as additional to the resources already available in school and we anticipate that these resources would be readily available in the majority of schools.

Conclusion: Ambition Institute—Programmes A and B

Summary of pilot findings for Ambition Institute Programmes A and B

Research question	Finding
Promise: Is there evidence to support the theory of change?	The Ambition Institute pilot programmes showed promise in the rapid adoption of the Instructional Coaching model, although this often ran alongside existing processes for developing teachers' professional practice. Research-informed resources were valued and regarded as high quality and easily accessible in their online format, as was exemplification of practice. Short film material that captured authentic practice contexts was valued. Although based on limited evidence, measures of self-efficacy around development in relation to the Early Career Framework showed increases. Online support was poorly rated by participants, however. Initial (face-to-face) training was highly rated by mentors but Induction Leads felt they needed greater input initially. Programme B appears to offer affordance over Programme A through ECTs having greater ownership of their own development.
Were the pilots feasible?	Challenges to feasibility within the pilot evaluation are primarily around the capacity of mentors to engage with online materials and sessions, and to integrate the coaching model with existing mentoring processes to support the day-to-day needs of Newly Qualified Teachers. Insufficient time for mentors to engage was a persistent factor in accounts from both mentors and Induction Leads. Schools (particularly secondary schools) plan staff timetables considerably in advance of the start of term and there were found logistical challenges for some in accommodating requirements for weekly or fortnightly mentor observation time to coincide with NQTs' teaching and for mentors to attend after-school sessions. In some cases, the perceived lack of flexibility in adapting the materials and focus to support individual NQTs needs as they emerged caused mentors to use alternative strategies to ensure progression. This is a consequence of sequencing the Early Career Framework.
Are the pilot approaches scalable?	The coaching model and delivery of online materials and sessions could be scaled readily. Within the pilot evaluation, however, the online sessions were poorly attended and not valued as much as other aspects of the programme. This limits the impact of these elements within the theory of change. Although analysis of costs and time was challenging due to limited information around normal practice, we estimate that on the Ambition Institute pilot programmes, Induction Leads spent less than an hour, coaches just over an hour, and ECTs around one and a half hours on the programme each week.

Formative findings

The strength of the pilot programmes as a way of developing practice did not, within the period seen, convince mentors that they could develop the full range of professional practice of teachers. Within the pilot, the programmes tended to run alongside the existing mentoring processes in school. As such, we suggest that a strategy for integration with other forms of mentoring conversations would be helpful and that consideration should be given to promoting more adaptive use of coaching around ECT and teacher needs in addition to the sequenced materials relating to the Early Career Framework.

Interpretation

NQT self-efficacy scores increased on all measures for participants in Ambition Institute Programme A and Programme B suggesting that NQT self-efficacy increased during the pilot. Mentor judgements of NQT efficacy were also higher at

the end of the evaluation. These findings should, however, be approached with caution due to the different samples and the survey response rate (likely the most committed NQTs completing the outcome survey).

Mentor self-efficacy scores also increased on all measures for participants in the two programmes suggesting that mentor efficacy increased during the programmes. These findings should also be approached with caution due to the different samples and the survey response rate (likely the most committed mentors completing the outcome survey).

NQT judgements of mentor efficacy were lower at the end of the pilot than in November for Programme A but marginally higher for Programme B. We note that this is a shorter time period than for self-efficacy scores and that the number of respondents for this measure was low. In addition, the mean score at both survey points is close to the maximum score on the scale (15) suggesting that changes may not be detectable due to ceiling effects.

The focus of the Ambition Institute programmes upon a tightly defined model of instructional coaching was well rated by NQTs and mentors and appears to have been integrated into practice quickly. However, within the set-up period evaluated, this did not fully replace the existing processes of mentoring within schools. In part, this related to the time taken for new processes to be adopted but it also relates to the sense among some mentors that the programme focused on core instructional strategy such that the broader professional understandings of teachers did not readily emerge from the coaching model (in the first six months seen). The day to day needs and pressing developmental priorities of NQTs were often addressed outside of coaching conversations. Related to this was a perceived need to challenge more capable teachers early on. Less experienced mentors tended to value the carefully defined programme more than more experienced mentors, whose preference was to adopt and integrate it with their experience and understanding.

The use of contemporary evidence within coaching was seen as a strength of the programmes and this may have supported further development through the online sessions (Peer Learning Groups for mentors in both models and Sense-Making Clinics for NQTs in Programme B). However, these sessions were poorly attended and not rated as highly as the coaching model. Initial technical issues (often with school systems) created an early barrier which slowed down initial development here, but the timing and content of online sessions also contributed. The setting of Action Steps through the online system was also below expected levels, suggesting a lack of fidelity to this aspect of the programme.

We suggest that Programme B had greater affordances than Programme A despite the close linking of these models. In Programme B, NQTs were given access to material themselves and engaged directly through online Sense-Making Clinics. Case study interviews suggest that this created impetus for mentors also to engage with materials and, crucially, gave NQTs responsibility for their own development.

The role of school Induction Leads was important in mediating the way that the pilot programmes met with existing school processes and systems, and in introducing the ECF itself. Several Induction Leads expressed a strong sense of responsibility and accountability for the progression of NQTs in their schools and are used to ensuring context-specific provision, frequently coordinating school-level programmes themselves. Whilst they were not able to use data to support participation of colleagues (as originally intended), Induction Leads supported the integration of existing processes for staff development and accountability with the pilot programmes, although few were unable (or did not wish) to completely replace existing systems. This meant that there was both a high set-up cost in terms of time for Induction Leads and mentors, but also that the programmes created additional workload in the period evaluated. These issues may reduce as school colleagues become familiar with the ECF and the programmes that support it.

In taking the programmes from Ambition Institute to scale, we recognise that the coaching model can be readily adopted and provides a vehicle for development of evidence-informed classroom practice. Although online sessions can be taken to scale relatively easily, within the pilot they did not impact upon practice as was hoped by developers, so this would need addressing. The development of intended processes for monitoring might help here, although comparison of Programme B over Programme A indicates that giving ECTs responsibility for their own development is likely to be fruitful.

Findings: Chartered College of Teaching (Programme C)

Evidence to support theory of change

Theme 1: Addressing the individual development needs of NQTs and mentors

How does the pilot programme influence ECT efficacy?

For the Chartered College of Teaching programme (Programme C), NQT efficacy was measured using two NQT self-report measures: the Teacher Sense of Efficacy Scale (TSES, Tschannen-Moran and Woolfolk-Hoy, 2001) and our new Self-Efficacy in relation to the ECF Scale (SECF). Additionally, mentors reported NQT efficacy using a version of the SECF. Findings are summarised in Table 27.

NQT self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in Programme C, suggesting that NQT self-efficacy increased during the intervention.

Mentor judgements of NQT efficacy were also higher at Wave 3 than at Wave 2. We note that this is a shorter time period than for the TSES and NQT SECF.

These findings should be approached with caution due to the different samples and the survey response rate (likely the most committed NQTs completing the outcome survey).

Table 27: Chartered College of Teaching NQT efficacy scores

TSES is Teachers' Sense of Efficacy Scale. SECF is our new NQT self-efficacy scale in relation to the ECF. SECF (mentor) is the same scale administered to mentors to capture their views on their NQT's efficacy in relation to the ECF.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
TSES	95	6.92	0.99	28	7.07	0.81	0.17
SECF	95	104.5	16.2	28	111.0	14.3	0.43
SECF (mentor)	27	99.2	19.0	13	104.2	20.8	0.25

* Wave 2 for SECF (mentor).

Both mentors and NQTs felt that the programme was most effective where materials and resources met the individual development needs of NQTs at the appropriate developmental stage or particular time when a need was felt. NQTs generally valued the online materials and the practical relevance of the materials was rated highly: 'I did use quite a bit of the things I learned ... to improve my practice' (NQT May 2020*). In some cases, promise was perceived in resources providing quick solutions to problems:

> *'I think with the information online, it's great … I remember reading this article about behaviour, that helped me a lot because I used their tips and the key takeaways and stuff'* (NQT, December 2019).

Needs of NQTs varied significantly according to individual developmental stage, subject, prior experience, and school context. Individuals differed around how far the content was timely and appropriate to these individual needs. When programme materials did not adequately reflect the NQT's teaching context, this became a barrier to perceived relevance:

> *'Some of the content I look at and I think, this is not so relevant to me right now … I automatically kind of switch off because I think this is so opposite to the four- and five-year-olds that I'm working with'* (NQT, May 2020).

It seems that any predetermined pathway, common timing in the year, or assumptions of what would be 'relevant' for all NQTs adversely affects the perceived promise of the programme at an individual level. NQTs looked for maximum relevance to developing efficacy in their specific phase or subject context and felt that this could be improved in the sequencing of the materials:

> *'So for P.E. … group work is massive and trying to get as much independent work throughout group work at the same time for independent learning. I feel that would be highly beneficial to have potentially at the start of the programme' (NQT, May 2020).*

Other secondary NQTs expressed comparable desire for subject relevance that would enhance the impact of the programme:

> 'To have some subject-specific examples especially within the phase because obviously primary school is not something that a languages teacher will go anywhere near. That would have been a big help to me, if I'd seen an actual French lesson or Spanish lesson, even an Italian lesson, whatever language it's in. That would have been good' *(NQT, May 2020).*

We investigated the tailoring of the Chartered College of Teaching pilot programme materials to Key Stage 1 and to secondary English. Different materials and groups were used within the platform for these subgroups. We had a small number of teachers within case studies in these groups and were not able to target further participants within this subgroup during May 2020 (we did not recruit further case studies during COVID-19). However, as part of the survey, participants were asked how easy it was for them to adapt the programme materials to the Key Stage in which they teach (possible responses: very easy, easy, neither easy nor difficult, difficult, very difficult). Due to small sample size, Fisher's Exact Test was used, but no difference was found between teachers of Key Stage 1 (for whom tailored materials were provided) and teachers of other Key Stages ($p = 0.274$). Also, as part of the study, participants were asked how easy it was for them to adapt the programme materials to the subject they taught (possible responses: very easy, easy, neither easy nor difficult, difficult, very difficult). As only one English teacher responded to this question, it was not possible to compare findings for English teachers and other subject specialists. We have found no evidence that participants found difficulty in adapting materials to their own phase and subject specialism. However, we do not have enough data to draw conclusions about the impact of subject- or phase-specific resources.

Online content and subsequent coaching as a mode of NQT development

The perceived promise of the programme was also affected greatly by how far the content and timing is appropriate for supporting the NQTs' developmental priorities. One Induction Lead commented on NQTs 'who are struggling to keep up with the materials', which indicates that for some NQTs, engaging with the programme content can be an additional pressure. Developmental benefits of the programme for such NQTs are reduced. In these cases, the NQTs are perceived to need to spend time in other ways that are the priority for their development. This suggests that for NQTs, the programme—as it is currently organised—does not sufficiently meet individual needs or rates of progress.

NQT experience was identified as a factor affecting successful implementation and engagement with materials. The programme was viewed as more effective in meeting the needs of NQTs with more experience and when accessed in the later months of the NQT year, once they had established classroom routines and settled in the school:

> *'When we tried to engage in the programme at the start I had to deviate away from it because I thought I can't focus on this right now because there's so many other things he has to get right before I can get on track with the programme' (Mentor, May 2020).*

> *'I think we didn't really talk about [the programme] to start with because she felt, I think she was just a bit overwhelmed with everything to start with. I'm not sure how much she was engaging with it, but our mentor meetings, we did start to talk about it more and more. I feel like as she developed as a teacher, she was then able to utilise the program more and yeah, develop her skills using it because as the year went on, we had more and more conversations about it' (Mentor, May 2020).*

Such mentor perceptions are grounded in concerns to protect NQTs in the early weeks and focus on what seems to be considered as 'basics'.

Modules were released and completed in a sequential and structured manner, which was welcomed by some participants:

> *'It's a lot more supportive, because it's a drip-drip every week, over a year, rather than a one-off event' (Induction Lead/Mentor, November 2019).*

However, others reported that the structure or order of release did not meet their needs in a timely manner:

> *'I think some of it … probably came a little bit before she had experienced it. So [the NQT] couldn't really make sense of what it was at that point' (IL/Mentor, May 2020).*

A few of the NQTs during case studies would have preferred to be able to access materials when personally relevant:

> *'Instead of having the six areas that you've got to tick through ... giving someone the option—"These are the six areas in this half term. You've got to do them all but you can choose in what order you do them?"' (NQT, November 2019).*

The need for a strong correspondence between the programme and immediate NQT needs was the dominant issue affecting responses to the programme:

> *'There wasn't always the strongest correlation between the meetings and the online platform but we did sometimes check in on things maybe I'd read that week but it wasn't focused on what I'd learnt really' (NQT, May 2020).*

> *'Sometimes the Chartered College stuff did take a back seat in our meetings; we'd talk about other things but it was usually a really useful time' (NQT, May 2020).*

Mentors' capacity to adapt the programme was an important factor in determining effectiveness of the implementation for NQTs' individual development. The programme implementation was perceived to be most effective when mentors were more experienced, had previously worked with NQTs, and were able to tailor support and resources to meet the developing needs of the NQT within their specific contexts:

> *'We've got a very different school context [compared] to a lot of the examples presented on the Chartered College, so it important that we get that time to apply the examples to our school context' (NQT, November 2019).*

A further dimension in meeting NQTs' needs was the 'community aspect' (NQT, May 2020), which was important for some. This involved dialogue around the sharing of ideas and materials, which was viewed as motivational:

> *'I think the community aspect… I think lots of people have got lots of great ideas and there are always new materials, there are new ways of thinking. I think that's something that's really exciting and would make me want to stay in the profession for sure' (NQT, May 2020).*

How does the programme influence mentor efficacy/quality?

Mentor efficacy was measured using two self-report measures: the Mentor Efficacy Scale (MES, Riggs, 2000) and our new Mentor Efficacy in relation to the ECF scale (MECF). The MES has two sub-scales, self-efficacy (MES-SE) and outcome expectancy (MES-OE). Additionally, NQTs were asked at Waves 2 and 3 about their mentor using three questions adapted from the MES. Answers were on a five-point Likert scale (strongly disagree, disagree, neither agree nor disagree, agree, strongly agree) and yielded a score from 3 (low efficacy) to 15 (high efficacy). This scale can be found in Appendix S. Findings are summarised in Table 28.

Mentor self-efficacy scores were higher at Wave 3 than Wave 1 on all measures for participants in the Chartered College of Teaching programme, suggesting that mentor self-efficacy increased during the intervention.

NQT judgements of mentor efficacy did not increase from Wave 2 to Wave 3. We note that this is a shorter time period than for the MES and MECF, and also that NQT scores for mentor efficacy were already high at Wave 2 suggesting that the scale may not have been sufficiently sensitive to detect changes in perceptions of efficacy.

Findings suggest that mentors' efficacy did increase during the programme, however they should be approached with caution due to the different samples and the survey response rate (likely the most committed participants completing the Wave 3 survey).

Table 28: Chartered College of Teaching programme (Programme C)—mentor efficacy scores

MES-OE is the mentor Efficacy Scale Outcome Expectancy measure. MES-SE is the mentor Efficacy Scale Self-Efficacy measure. MECF is our new mentor Efficacy in relation to the ECF. NQT measure is a three-item scale drawing on the MES.

Scale	Wave 1*			Wave 3			Effect Size
	n	M	SD	n	M	SD	d
MES-OE	62	42.2	4.80	18	43.1	4.66	0.19
MES-SE	62	70.4	6.14	18	73.5	7.11	0.47
MECF	62	113.9	16.8	18	121.3	12.2	0.50
NQT measure	47	13.9	1.72	28	13.9	1.59	0.00

* Wave 2 for NQT measure.

Mentor expertise appeared to be a key factor in implementation, uptake, and engagement with materials and has implications for feasibility. As mentioned earlier (under Participants), mentors who responded to the survey were asked whether they had any previous experience of mentoring NQTs. A significant minority of mentors were fulfilling this role for the first time: 42.2% of mentors on the Chartered College programme were new to mentoring NQTs. Mentors were also asked whether they had previously received any training in mentoring. The majority had received some training, with 62.5% of Programme C mentors having previously had some mentoring training.

The programme was deemed effective in providing professional 'refreshment' for more experienced mentors who used the Chartered College of Teaching materials to re-familiarise themselves with ideas about effective practices.

> *'What aspects of the training have I valued? I probably didn't spend hours and hours on [the module] but it was almost like a refresher and sometimes to just look at the stuff which is the basics, just to remind yourself or if you know you have got a stupid question if it's answered in there if that makes sense; I did value that because it just laid everything out clearly' (Mentor, Dec 2019).*

There are indications, though, that experienced mentors did not always appreciate the depth of engagement with the research materials that was needed to fulfil the research-informed dimensions of the role. One Induction Lead understood it as her role in any future programme to 'be more explicit with [mentors] telling them to do that' (Induction Lead, May 2020). She explained:

> *'I'm not confident that the mentors are engaging with the programme as much as they should be. So, they wouldn't even spot [key issues] for themselves because they haven't read the article in the detail that the NQT has' (Induction Lead, May 2020).*

This suggests that the transition to the expectations of the mentor role in supporting the ECF are not yet fully understood, in particular in relation to engagement with related research.

A further key aspect of the role was the need for mentors to contextualise online resources according to individual school environments to maximise their value for the NQTs. Mentor experience can be a key factor in effective implementation of materials through careful adaptation. However, some mentors struggled to adapt the programme in this way, which may account for some NQTs querying of materials that do not fully reflect their phase or subject context.

Engaging with research materials to increase their own research literacy is a key element of mentors' professional development in the programme. Some experienced mentors recognised that they would find the content overwhelming if they had not already been exposed to research in their existing school roles. These same mentors often mentioned how useful they found it to engage with contemporary literature and educational materials. They recognised the potential of the programme materials to develop their own mentoring practice and reported a fundamentally deepened understanding of their mentor role.

Some mentors saw involvement with the ECF and in mentoring as an opportunity for their own professional development in more general terms:

> 'For me … the purest form of teaching and learning is when talking about it in the Early Career Framework so it's something that I intended to move towards. So as the head of department, where it's assessment and curriculum and teaching and learning, and [a role] I could have delegated … but I wanted to keep it for myself, for my own CPD, and then this year it's so intrinsic to being lead practitioner. So yes, it's something I wanted to do but also you have to do it as lead practitioner' (Mentor, Dec 2019).

More time was needed for less experienced mentors to familiarise themselves with online content and the structure of the coaching model and observations. It is possible that differentiated training materials might help here. Training the mentors is something that Induction Leads felt was their responsibility:

> 'The things that would take up time in the next academic year, additionally to my normal role, would be training the mentors. I think they would need quite a lot more training on how to use the platform and how to run the meetings and how to do the coaching observations and things. I thought we'd done a reasonable job of that this year but we probably did [only] two or three sessions with them but it wasn't enough—and it wasn't early enough' (Induction Lead, May 2020).

The programme had an impact on mentor efficacy through exposure to resources and a structured development programme and through a formalised coaching model. Mentors in school value the formalised and structured development programme for their mentor development in contrast to previous, informal models:

> 'I think a lot of practitioners base their supportive ITT and NQT based on what their support looked like. So I had a great mentor … He was incredible and so I based a lot of what I do based on what he did … So he was a great role model but I think definitely from working with other members of staff, trying to upskill them as a mentor, they are pretty much just replicating their entry to the profession over and over again' (Mentor, Dec 2019).

However, there were suggestions for improvements to mentor training. In particular, mentors emphasised the value of face to face interactions and support from the provider and other mentors within the school or local authority:

> 'I haven't engaged fully with it. I would like it if there was more face to face. I do actually value this kind of professional development, but it's just a shame that there isn't [time] to fully engage with It … I would like a bit more presence from [the provider], here in school maybe, to issue and deliver it' (Mentor, Dec 2019).

> 'The problem [is] that it's usually with colleagues that are nameless and faceless, you know, from like other places. So although they are great to … read, you've not really got that professional relationship with them. So where I think the forum can work, I think it probably needs to be a bit more localised … to your school. So if that forum was you and your other mentors in your school talking, that I think would be slightly more effective' (Mentor, Dec 2019).

How does the pilot programme influence job satisfaction?

As is detailed in the Methods section, we were not able to fully deploy the methods devised in order to investigate job satisfaction owing to the COVID-19 pandemic. Nevertheless, job satisfaction was measured at Wave 1 and Wave 2 using the Teacher Job Satisfaction Scale, which has three subscales: satisfaction with co-workers, parents, and students. Job satisfaction appears to have decreased slightly from Wave 1 to Wave 2, which is perhaps not surprising

given that workload stress typically increases over the first months of the school year. Findings are summarised in Tables 29a and 29b.

Table 29a: Chartered College of Teaching NQT job satisfaction scores—TJSS

TJSS Subscale	Wave 1			Wave 2			Effect Size
	n	M	SD	n	M	SD	d
Co-workers	95	4.52	0.58	42	4.43	0.53	-0.16
Parents	95	3.66	0.70	42	3.70	0.67	0.06
Students	95	3.97	0.69	42	3.65	0.71	-0.46

Table 29b. Chartered College of Teaching mentor job satisfaction scores (TJSS)

TJSS Subscale	Wave 1			Wave 2			Effect Size
	n	M	SD	n	M	SD	d
Co-workers	62	4.28	0.58	34	4.16	0.64	-0.20
Parents	62	3.51	0.74	34	3.38	0.84	-0.16
Students	62	3.78	0.84	34	3.61	0.99	-0.19

The TJSS was not included in Wave 3 because it was felt that perceptions of job satisfaction were not likely to be reliable due to the levels of COVID-19 disruption in schools. Instead, new questions were added about whether the pilot programme would encourage NQTs and mentors to stay in their current role, school, or in the teaching profession. Findings are summarised in Table 30.

A majority of NQTs (71.4%) and mentors (72.2%) said that the Chartered College programme would make no difference to whether they would stay in their current role or school. Smaller numbers of NQTs and mentors said that the programme would make them more likely to stay in their school (NQTs, 17.9%; mentors, 11.1%) or less likely to stay (NQTs, 10.7%; mentors, 16.7%).

Similarly, a majority of NQTs (67.9%) and mentors (83.3%) said that the Chartered College programme would make no difference to whether they would stay in the teaching profession. Smaller numbers of NQTs and mentors said that the programme would make them more likely to stay in the teaching profession (NQTs, 21.4%; mentors, 11.1%) or less likely to stay (NQTs, 10.7%; mentors, 5.6%). These findings suggest that the programme is unlikely to have much impact on teachers' intention to stay.

Table 30. Chartered College Programme C NQTs and mentors—intention to stay

		n	Much more likely to stay	Some-what more likely	No difference	Somewhat less likely to stay	Much less likely to stay
If the pilot programme were running over the next two years, would it make you more or less likely to stay in your current role/school?	NQTs	28	1	4	20	2	1
	Mentors	18	0	2	13	0	3
If the pilot programme were running over the next two years, would it make you more or less likely to stay in the teaching profession?	NQTs	28	3	3	19	2	1
	Mentors	18	0	2	15	0	1

Theme 2: Valuing the mentoring process and ECT development within schools

How do participants rate the promise of the programme?

In the Wave 3 survey, participants were asked to rate the promise of the programme in an optional, open-ended question. Forty-six respondents chose to answer this question (21 NQTs, 11 mentors, nine induction leads, and five induction lead and mentors). Comments were coded as positive, neutral/mixed, or negative. The majority of NQTs made positive (14) or neutral/mixed (4) comments, for example, describing the programme as 'very informative' and 'supportive'. However, four NQTs made negative comments, for example, noting that the additional workload created by the programme was 'unmanageable' or 'unfeasible.'

The majority of mentors made positive comments about the programme, for example, describing it as 'helpful' and 'clear', especially for new mentors. However, one mentor made a negative comment, stating concerns about the volume of work required.

The majority of Induction Leads also made positive comments, for example, regarding the programme as 'well thought through' and 'high quality', but noting the requirement for time and sufficient funding to make it work. Two induction leads made negative comments about the programme, including a suggestion that face to face engagement should be included alongside online content.

Reasons for applying to be part of the pilot programme were identified by schools as valuing the mentoring process and wanting to learn more about—and be part of—the new ECF.

> *'Last year, my role was as professional mentor here, that was part of my role—looking after ITT and NQT. In preparation for the incoming Early Career Framework, we thought we better get a handle on it and what was happening with it. That role naturally fell to me as a continuation of my role of professional mentor for NQTs' (Induction Lead, December 2019).*

It was seen as advantageous to have additional insights into the ECF and to learn how to support NQTs as effectively as possible. It was felt that the programme provides clear expectations and pathways for the development of NQTs and mentors. At the same time, schools adopted a wide range of strategies to embed the programme within their available staffing and existing provision for NQTs. The approach to the role of the Induction Lead varied across contexts. In some schools they were 'hands on' and used engagement data that comes from the Chartered College of Teaching to support

and encourage completion, as well as meeting regularly with NQTs. In contrast, in other schools the Induction Lead had minimal engagement with the programme or the NQT and passed full responsibility to the mentors. There are also schools where the role of both mentor and Induction Lead is carried out by one person.

Was the programme adopted with fidelity?

In the Wave 2 survey, participants were asked for their views on the quality and importance of the elements of the pilot programme. As part of this they were given the option to indicate that they 'did not engage' with an element.

NQTs participating in Programme C were asked about live webinars, the online learning platform (information, activities, literature, and chat forums), online peer group discussions for NQTs, fortnightly mentor-NQT coaching sessions, and twice-termly mentor observations of NQT practice, with feedback. An engagement score was calculated for each respondent, with one point assigned for each element with which they had engaged and zero for any elements with which they had not engaged, with a range of possible values from 0 to 1. The mean engagement score was then calculated for each participant. The mean score of the 42 NQTs who responded to this survey was 0.87 (SD = 0.22) implying a high degree of engagement. However, it should be noted that this engagement score does not reflect the frequency with which NQTs engaged with this element of the programme: the engagement data supplied by the developer provides greater detail on this.

Mentors (including those also fulfilling the role of Induction Lead) were also asked about the elements of the programme—the mentor preparatory module, live webinars, the online learning platform (information, activities, literature, and chat forums), online peer group discussions for mentors, fortnightly mentor-NQT coaching sessions, and twice-termly mentor observations of NQT practice, with feedback. The mean engagement score was calculated for each respondent as described above. The mean score of the 41 mentors who responded to these questions was 0.92 (SD = 0.12) implying a high degree of engagement with the programme. The reservations expressed above about the interpretation of this engagement score also apply here.

Our case study data suggests that the role of the Induction Lead or wider Senior Leadership Team was a key factor in how NQT development is valued and addressed within the wider school. This in turn impacted on engagement from mentors and NQTs and affected the perceived promise of the programme. Induction Leads had varying degrees of direct engagement with the programme within their schools. Is some cases, they were able to largely withdraw from direct involvement once the programme was set up:

> *'They had the structures of the meetings etc. and have been working through that so my role, as I intimated last week, has been almost quite hands-off and this is going really well' (Induction Lead, May 2020).*

> *'Apart from [mentor], there was no pressure in the school for us to do it' (NQT, May 2020).*

In other cases, concerns about quality assurance of mentoring and accountability for NQT progression meant that the Induction Lead reasserted an active role. They expressed the necessity of their personal provision or augmentation of the programme to ensure success:

> *'In September, because of the increased amount of CPD that they were getting online and also then in those formalized mentor meetings, we massively reduced the number of meetings we had where we'd bring all the NQTs together that were led by me, which used to be the backbone of the NQT CPD programme. We cut those down for this academic year from being fortnightly so they became twice a half-term or if the dates went a bit weird, sometimes even just once a half-term. From about January, we re-instated the fortnightly meetings as a group led by me because we felt like we'd lost some of the camaraderie and where the mentoring was less good, I wasn't able to pick that up as easily or plug the gaps if that makes sense'* (Induction Lead, May 2020).

> *'I've found it really difficult to get any real consistent completion of it from any of the mentors. Some of them were better than others' (Induction Lead, May 2020).*

Prior to the pilot, approaches to mentoring and ECT development had been historically varied across the participating schools. Some school systems were very established, and the two sets of provision were run in tandem—so effectively increasing the load:

> *'In this school, existing school CPD systems were established and considered rather robust … My role at school is NQT and ITT but I'm also part of the teaching and learning team which delivers whole-school CPD. We deliver that to all staff in terms of teaching and learning briefings which happen three times a week, then the teaching and learning CPD programme which runs after school, as per the calendar, also is incorporated into my role as well, so I deliver parts of that' (Induction Lead, December 2019).*

Where schools already had thorough and established existing programmes, Induction Leads ended up prioritising these over the programme materials where conflicts between systems arose. In these schools, by the end of the pilot the programme was adopted with little or no fidelity, in contrast to schools with no existing structure in place. Some of these schools that lacked existing systems adopted programme elements from the Chartered College of Teaching with fidelity and used materials to fit to their context. Others simply used elements of the programme as a resource pool. No schools adopted all elements of the programme absolutely.

The choice or selection of the mentor is a key factor in how the mentoring process is prioritised and valued in schools. In one school the mentors consisted of three lead teachers and two heads of department. The difference was clearly evident. Lead teachers were already engaged in research and teaching and learning CPD in the school. They engaged with materials thoroughly and with enthusiasm. Heads of departments had to fit mentoring with other conflicting department priorities and neither departmental head engaged with materials on the programme at all.

> *'I had leadership hours that are just leadership hours. They are not for one hour for NQT, one hour for CPD, one hour for whole-school CPD, one hour for coaching. They're your leadership hours—use them as you will. And when you've got lots of pulls on that time, giving a full hour to an NQT meeting—which is what we had to do already and not "it's that plus the college stuff"—it can put a strain on when it's also for the NQTs as well so they are expected to use their NQT hours to observe other members of staff, to read, to engage with research, to do all that and the college, it does put pressure on workload but when you find the time to do it, it is beneficial' (Mentor, December 2019).*

Two mentors (both heads of departments) did not engage with the CCT materials, making the experience very different for their NQTs:

> *'I find, like, coaching an NQT is really, really important—they're our future teacher, and if that's not done properly, it's not fair. Also, at the same time you think, "I've got so many things at the moment." It's about prioritising. My NQT shouldn't be at the bottom of my priority list and I wouldn't say that she's at the bottom at all but she's not as high up that I wish she was' (Mentor, December 2019).*

> *'But what I would really like is an actual hour on my timetable that's protected where I know that I can work with her. I've got my three PPAs and my two leadership hours for the department stuff, and it's like, "Where does this extra hour need to fit in"' (Mentor, December 2019).*

The online module content materials were seen as useful to other members of staff. Chartered College of Teaching resources and the Instructional Coaching model were adopted for use with other teachers across *some* of the schools

> *'I would like to be able to use the resources more with the rest of the team as well, because I think there is some really good stuff' (Induction Lead/Mentor, November 2019).*

Feasibility

Theme 3 (Level 1): Mentor-mentee

Overall, the programme content and resources were rated extremely positively for the provision of ongoing learning and development needs for NQTs.

'Great materials, really well presented' (Induction Lead/Mentor, May 2020).

Across the schools that took part in the pilot there was evident a common understanding and appreciation of the programme as a way to enable and enhance development for NQTs and mentors: 'This isn't an assessment tool, it's a framework which is there to support your developing role as a teacher' (Induction Lead, December 2019). One Induction Lead reported that the programme had informed and enhanced her own provision of the school programme for NQTs. This Induction Lead acknowledged that there was an increased emphasis on research-informed development for teachers, although this was not prominent in her rating of the Chartered College of Teaching programme and how it could support NQTs:

> *'The research behind them [the ECF statements] is perhaps discussed a bit more and it allows us to draw out those skills, that capacity which teachers must have in order to deliver lessons successfully' (Induction Lead, December 2019).*

The promise of the materials for NQT development depended on the mentors' familiarity with them and capacity and confidence to draw on them in an adaptive way, using their judgement about which to focus on according to needs:

> *'It's great to have all those bits of research, just in one place, so you can just click the links and you can follow the links and you can download certain things. So I found that quite useful because as I'm going through the online materials, you can grab something and then I can share it with my NQT and say, right this is really great, have you looked at this, here's a copy, that's been really useful' (Mentor, December 2019).*

The resources provided by the programme were valued by mentors as a valuable opportunity for their own CPD. The research materials and literature resources were the programme element most commonly mentioned for addressing the individual needs of mentors:

> *'The resources are really good for supporting the mentors' (Induction Lead, May 2020).*

This extended to supporting the Induction Lead in some cases and was seen as important in the development of NQTs and mentors:

> *'The thing that I was really excited about was having access to all of the educational research, which I'm interested in anyway, but presented in bitesize chunks, if you like, in a way that I could then discuss it with those for whom I have responsibility, the NQTs. I felt it would filter down with my work with ITT as well, which, to some extent, it has' (Induction Lead, December 2019).*

Are the programmes feasible in relation to workload?

The allocation of time for completing the programme influenced the engagement of both mentors and NQTs. In some of the schools, protected time was given for the NQT and mentor to complete some or all of the programme elements. In such cases the programme was rated positively. In most schools protected time was not given specifically but NQTs were expected to complete the programme during their NQT or planning and assessment time. This sometimes meant that other demands such as marking and planning took priority meaning that engaging with the programme had to be completed out of school hours or they fell behind.

> *'Obviously, the lesson planning and everything takes priority first. Then I am acutely aware of the fact that it is there and needs to be completed. Don't get me wrong, because of time constraints, I do get behind with it' (NQT, November 2019).*

> *'To tell the truth, there are times when I do get behind with some of the stuff on the Chartered College, because there's just physically not enough hours in the day' (NQT, November 2019).*

Whilst NQTs felt the challenges of finding time to engage with the programme, time for mentors to engage with the increased expectations of the programme is the main feasibility issue. In particular, mentors struggled to find sufficient time to mentor and where time was protected this had an impact on ability to engage. In some cases, this means that mentors effectively gave up their 'free' time with consequences for workload.

'We have an hour set aside out of our own time for the mentor meetings. We don't have an extra free or anything like that to be a mentor so I couldn't fit it in to do another hour on top of the mentor meeting to [go] through the Chartered College stuff; it just wasn't realistic to do that' (Mentor, May 2020).

'I suppose that is just the extra, the work online, that's the additional … because the meetings and the observations and typing up the observations' (Mentor, May 2020).

Within case study interviews we asked participants to detail the time they spent in engaging with the pilot programme and supporting activities. We separated out the time that was additional to the school norms of mentoring and coaching, which in most cases was a single allocated period on the timetable. We separated the time spent on activities for which they had cover or directly allocated time from activities which fell outside of cover/direct allocation.

In presenting the time-cost evaluation below we focus on the perspective of school leaders and others considering support of ECTs (for example, in multi-academy trusts or local education authorities) in order to assess the additional time and resources that would be required in order to support ECTs through the pilot programmes. The costs associated with this primarily relate to the weekly engagement of NQTs, mentors, and Induction Leads with programme-related activities. We focus on this time in our analysis.

As schools will have varying numbers of NQTs (and ECTs), we have left the time for NQTs and mentors as separated to allow readers to multiply this by the number within a school. Whilst engagement with the programme overall is relatively constant for Induction Leads, our case studies found that the time that Induction Leads spent monitoring and supporting NQT development varied considerably. However, this was not simply a function of the size of the school or number of NQTs; some Induction Leads were more 'hands on' in direct contact with mentors and ECTs than others, according to varying school processes and changing perceptions of the need to engage directly, based on mentors' skills and NQT progression. In some primary schools, the role of Induction Lead was taken on by the only mentor and therefore the two roles were combined. As such, the findings around time must be read within the context of each school having its own processes, priorities, and norms.

Table 31a: Total time devoted by personnel for training—induction only

		Year 1	
		Number of teachers (start of pilot)	hours
Training	Induction Lead	25	6 (online)
	Mentor/coach*	103	6 (online)
	NQT	114	0

* As the module for Induction Leads and mentors / coaches was the same, there was no additional time required where the Induction Lead was also a mentor / coach.

Introductory sessions for NQTs are included in the weekly totals for preparation and delivery. Weekly training for Induction Leads and mentors are also included under 'preparation and delivery'.

Table 31b: Weekly time devoted by personnel for preparation and delivery for Programme C

		Reported by developer hrs	Mean number of additional hours reported in interview (& standard deviation)
Preparation and delivery	Induction Lead	0.90	1.40 (0.80)
	Mentor	0.87	1.41 (1.02)
	NQT	1.62	1.54 (1.37)

During case studies, we asked interviewees to add up the time they spent on elements of the programme, above the school norms. In some schools, no specific time had been allocated to mentoring ECTs in previous years (although this took place on an ad hoc basis). In other schools, a meeting every fortnight or half term (six weeks) was specified.

Our findings suggest that the time reported by mentors to support the programme is above the estimates provided by the developer. Case study interviews suggest that for mentors this manifested in the time required to engage with additional online resources and to prepare for mentor meetings. As noted throughout the report, existing processes of NQT support were not replaced in the majority of schools during the set-up period evaluated. From this analysis we propose that once the programmes have embedded in schools, mentors would be able to undertake the programme in 1.4 hours (84 minutes) per week.

NQTs reported a comparable time to engage with the programme to that estimated by the Chartered College of Teaching. Analysis of case studies suggests that NQTs fitted this into their reduced timetables or did not complete the online materials each week. Several of the NQTs in case studies reported the time taken as 'additional' because it fell outside of school hours. This should be recognised in limiting direct comparison with NQT report of time from case studies of Ambition Institute Programme B.

Survey findings suggest that the majority of mentors supported a single NQT. For Programme C, the mean number of NQTs per mentor was 1.29 for primary schools and 1.05 for secondary schools. For each phase, the median was one NQT per mentor. This was the case within our case study data for Chartered College of Teaching pilot programme where all mentors reported supporting only one NQT. We are, however, able to use the developer estimates to propose how time might scale if a mentor had more than one NQT to support in the programme. Table 31c below illustrates these estimates.

Table 31c: Estimates of time for mentoring with differing number of NQTs

	Total estimate hours with 1 NQT	Total estimate hours with 2 NQTs	Total estimate hours with 3 NQTs
Mentor	0.87	1.57	2.45

As noted above (and under Methods), there are considerable challenges in interpreting the time spent by Induction Leads on the programme. The greater time reported in case studies than in developer estimates might be due to multiple NQT and mentor pairs in a school. Case study data also suggests an initial 'start-up' cost as Induction Leads become familiar with the programme and the online materials.

This data suggest a high level of time is spent on engagement with the online resources, beyond the norms for the case study schools. In particular, mentors report spending, on average, 68 minutes over and above their covered or directly allocated time. NQTs report, on average, an additional hour that is covered and 33 minutes which is not.

The finding that participants struggle to find sufficient time to engage with online materials is supported by the completion rates within engagement data supplied by the Chartered College of Teaching, summarised in Table 32.

Table 32: completion of module at 50% or more and at 100% (data February 2020)

	Prep. Module		Module 1		Module 2		Module 3	
	50% +	100%	50% +	100%	50% +	100%	50% +	100%
NQTs	N/A	N/A	66.6%	18.0%	56.4%	15.5%	36.7%	19.3%
Mentors	53.8%	34.6%	56.8%	34.6%	35.0%	15.2%	33.3%	20.2%
Leaders	49.0%	27.7%	39.1%	15.2%	30.4%	13.0%	23.2%	11.6%

It should be noted that participants may not have completed particular steps in the materials in order to flag components as completed, despite engaging with materials. This makes 100% completion a high standard. However, even at 50% completion or higher, we see that by module three (completed in February 2020) only around one third of NQTs and mentors have reached this stage. Our consideration of the broader dataset suggests that the seeming decline in engagement rates over the modules is attributable to a 'lag time'. By considering data for module one over the year, we see that participation rates continue to increase, suggesting that participants engage with materials after the weeks in which they are delivered. In extreme cases, entire modules are engaged with in brief periods of time, sometimes within school holiday periods.

Whilst it is evident that engagement with online materials and resources takes time, a related issue is that the sequencing of materials within a coherent programme limits how relevant they are to the day-to-day concerns of NQTs. This means that there are conflicting priorities during mentoring. In the early stages of a teachers' career we saw that practical and logistical issues, as well as a focus on addressing pressing needs to develop teaching with particular classes, dominated mentoring. This meant that engaging with the programme of development became an 'add on' in many cases.

> 'To be honest I didn't really interact with it that much before the closure. I was checking in with [NQT] every week and having a meeting every week. We'd mostly discuss lesson observations and I would ask her how the framework is going and if she's interacting with the resources and she'd often give positive responses about that, so I just checked in with her to see how she's getting on with it rather than doing it myself' (Mentor, May 2020).

Beyond the feasibility concerns around the time to engage with online materials, the accessibility and ease of navigation of the online platform supported feasible and equitable access:

> 'It's actually quite easy to navigate, and it's all split up into weeks, and you know where everything is' (NQT, December 2019).

> 'I've got one NQT who's a mom of four and her husband is working overseas. So, she's at home with four kids on her own and she watches them on her commute, watches the videos, and goes through it on her phone on her commute' (Induction Lead, May 2020).

Theme 4 (Level 2): School

The programme fits well with existing school systems—and provides a coherent structure to NQT CPD where there is no established system for NQT development in place. Where there are no formal systems for NQT development, other than monitoring induction, the programme has usually been welcomed.

> 'Although the alliance provides a light touch NQT support programme it is more reporting on progress. CCT is therefore the main source of NQT training and support and overall the school is very positive about how the pilot programme fits with school systems and priorities' (Mentor, November 2019).

The programme was valued for its perceived uniqueness in providing structured support for NQTs, mediated by mentors and Induction Leads.

> 'It's streets ahead of what my experience was … it's disciplined and structured and the meeting is structured' (Mentor, May 2020).

Where existing systems were in place for NQT development, some mentors and Induction Leads found that the structured environment enhanced previous provision and valued the online training it provided for them. In some cases the programme provoked critical reflection on previous provision for NQTs:

> 'Having a better-mapped, better-resourced programme to refer to has increased the quality of what I've been delivering as well' (Induction Lead, May 2020).

> '[Previous] experience was not structured—took senior teachers and gave them a mentee without training … was a bit "sink or swim"' (Mentor, November 2019).

However, in other settings, the pilot programme was not able to replace or enhance existing systems (within the set-up period observed). Here, existing systems were prioritised. This is often due to familiarity with processes or systems of recording. In some cases, the fact that existing programmes are context-specific makes participants hesitant to replace them.

> 'I guess it's that one size fits all and I'm sort of repeating myself a bit. I think we need to find a way of making it a little bit more bespoke to individuals' circumstances or schools' situations' (Induction Lead/Mentor, December 2019).

In a few cases, this meant that NQTs were following two programmes of development, which is not feasible. The role of mentors and Induction Leads in mediating the transition to the pilot programme approach was therefore very important.

'The only drawback for us has been having the many layers of it … if it could have linked in with the one that she was doing locally that would have been helpful' (Induction Lead/Mentor, May 2020).

However, we encountered a number of areas in which existing processes could not be replaced by the online programme, and this is a limit to feasibility. In one case study school, a large secondary, NQTs were initially not required to attend whole-school development, and their face to face group meeting with the Induction Lead was reduced from weekly to fortnightly. Both of these were reinstated, however, due to concerns from mentors and a directive from school leadership. Weekly meetings of all NQTs was seen as a way of developing collegiality, sharing common issues and collaborating around the online materials. The school had introduced a whole-school initiative around instruction and assessment, and it was felt that NQTs should work with colleagues on this. This case highlights that both for reasons of NQT development and for broader school collaboration, there are limits on how far the online programme can replace existing processes.

There was also a tendency for some participants to value local input as opposed to recorded videos and online materials:

'The problem with that [is] it's usually with colleagues that are nameless and faceless, you know, from like other places. So although they are great to … read, you've not really got that professional relationship with them. So where I think the forum can work, I think it probably needs to be a bit more localised … to your school. So if that forum was you and your other mentors in your school talking, that I think that would be slightly more effective' (Mentor, December 2019).

Theme 5 (Level 3): Wider system

A feasibility issue in relation to the Chartered College of Teaching online pilot was how it integrated with systems of development and accountability across local education authorities (LEAs), federations of schools, and multi-academy trusts. In some cases, this meant that there was a significant overlap with other support programmes the NQT was completing:

'The drawback is that we are doing it twice because I've got … the LEA stuff as well' (Induction Lead/Mentor, November 2019).

'Whilst I enjoy having access to it and I think the materials on there—and I think we're unanimous in saying that—the materials on there are really high quality, if this is the mode of delivery for the early career framework, I can't see that it will do anything other than be considered an add-on or an extra thing to do for those colleagues who are already quite overloaded with induction information. That's not me trying to poo-poo the idea around it, because I'm very much in support of the framework itself, I think it's brilliant, I think it does need to be delivered, I just wonder about whether that needs to happen in an online forum?' (Induction Lead, December 2019).

In relation to processes of accountability, most notably the completion of the statutory induction period for new teachers, there were often competing roles falling to the same person.

'Managing the online learning, that's been my biggest problem I guess because I still haven't entirely got my head around it. I'm a little bit confused as to which bit I'm doing. I mean, it's very clear when I'm in it. But I'm not sure whether I'm doing the induction bit or the mentor bit, if that makes any sense?' (Induction Lead/Mentor, May 2020).

'I did have a concern about the power aspect, because I am her line manager' (Induction Lead/Mentor, May 2020).

This is particularly pronounced in primary schools where the Induction Lead and mentor role might be conflated.

The online programme seeks to facilitate collaboration through online networks. Because of differing timings, online sessions were not always attended by the same people. The other medium of collaboration across schools was online

forums. As discussed earlier, these were liked by some participants more than others. In terms of collaboration at the level of different schools, however,, the online forums did not fulfil their potential in terms of creating an online community.

> *'So, when it comes to posting things and things like that, I've not met any of the other people from the other schools, you don't want to cross confidentiality things'* (Mentor, May 2020).

Some participants felt the discourse in forums should be more localised, with one mentor suggesting extending forums to other teachers within the school. It is clear that NQTs valued local interactions:

> *'So we quite often sort of throw ideas around and will occasionally, if we're both teaching Year 12, we would say, "Let's have a look through the next lessons," so we will spend an evening just chatting through what we're going to do for them. So that sort of support helps me'* (NQT, November 2019).

> *'To be quite honest, it's my friendship group within school … A couple of us that are in the group that are NQTs, but there are young teachers in that group that are not NQTs. They are guiding us through it in a very informal way'* (NQT, May 2020).

Scalability and readiness for trial

Theme 6: How far the logic model describes the processes of change

Survey participants were asked for their views on the quality and importance of programme elements. Responses from Wave 3 are reported here and summarised in Tables 33 and 34.

NQTs were most positive about the fortnightly coaching sessions, twice-termly observations, and online literature and information, with the majority of NQTs reporting that these were 'very good' or 'good' quality and had 'strong' or 'moderate' positive impact.

NQTs were least positive about online chat and discussion groups, with a majority describing their quality as 'satisfactory' or 'poor' and impact as 'no impact' or 'negative'.

Table 33: NQT perceptions of the quality and impact of elements of the Chartered College of Teaching programme (Programme C) at Wave 3 (n = 28)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Live webinars	4	7	8	1	8
	Online learning platform—information	8	10	10	0	0
	Online learning platform—activities	5	12	10	1	0
	Online learning platform—literature	7	10	8	1	2
	Online learning platform—chat forums	3	5	15	2	3
	Online peer group discussions (NQTs)	3	5	13	2	5
	Fortnightly mentor-NQT coaching sessions	9	11	4	1	3
	Twice-termly observations of NQTs with feedback	13	8	5	1	1
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Live webinars	3	12	6	0	7
	Online learning platform—information	9	15	4	0	0
	Online learning platform—activities	5	15	6	1	1
	Online learning platform—literature	7	15	4	0	2
	Online learning platform—chat forums	1	8	17	1	1
	Online peer group discussions (NQTs)	1	11	14	1	1
	Fortnightly mentor-NQT coaching sessions	18	8	0	0	2
	Twice-termly observations of NQTs with feedback	17	10	0	0	1

Mentors were most positive about the mentor preparatory module, fortnightly coaching sessions, twice-termly observations, and online mentor coaching materials, literature, information, and activities, with the majority of mentors reporting that these were 'very good' or 'good' quality and had 'strong' or 'moderate' positive impact.

Mentors were least positive about the live webinars and online chat forum and discussions, with the majority reporting that these were 'satisfactory', 'poor', or responding 'I don't know'. However, half of mentors still reported that the live webinars had at least 'moderate' positive impact.

Table 34: Mentor perceptions of the quality and impact of elements of the Chartered College programme at Wave 3 (n = 23)

		Very good	Good	Satisfactory	Poor	I don't know
Quality	Mentor preparatory module	3	11	7	0	2
	Live webinars	0	7	8	1	7
	Online learning platform—information	6	13	3	0	1
	Online learning platform—activities	4	10	8	0	1
	Online learning platform—literature	9	9	3	1	1
	Online learning platform—chat forums	1	6	5	8	3
	Online learning platform—mentor coaching materials	7	12	2	1	1
	Online peer group discussions (mentors)	0	5	6	4	8
	Fortnightly mentor-NQT coaching sessions	5	13	5	0	0
	Twice-termly observations of NQTs with feedback	5	15	3	0	0
		Strong positive	Moderate positive	No impact	Negative impact	I don't know
Impact	Mentor preparatory module	1	12	6	1	3
	Live webinars	1	11	5	1	5
	Online learning platform—information	3	17	1	0	2
	Online learning platform—activities	5	12	4	0	2
	Online learning platform—literature	9	10	2	0	2
	Online learning platform—chat forums	0	5	11	3	4
	Online learning platform—mentor coaching materials	4	15	3	0	1
	Online peer group discussions (mentors)	0	6	7	2	8
	Fortnightly mentor-NQT coaching sessions	13	9	1	0	0
	Twice-termly observations of NQTs with feedback	11	12	0	0	0

The logic model describes well the processes that we saw through observation and in our case study data. Overall, the quality of the online materials are highly valued by all.

> *'It's very broad, it's drawing on lots of leading practitioners. It gives you links to different blogs and different teacher twitter accounts so I think that's something really important—you know, being able to read around the subject and read around teaching' (NQT, May 2020).*

Where the discussion forums were valued by mentors and NQTs, this was because they offered an opportunity for developmental peer dialogue:

> *'It is nice to see different ideas, especially from other NQTs on the forums, as well giving their ideas. That is useful' (NQT, November 2019).*

> *'I do like the forums because you can go through and read what other people have tried or tested' (NQT, December 2019).*

However, some participants expressed reservations about the format of the forums. Some had concerns about confidentiality and the lack of actual discussion between participants. The discussion was reported to be too generic to

meet their needs and became more of a 'tick box' exercise where comments were posted but not revisited, so that participants could progress to the next section.

> *'One of the things I've mentioned before was the … discussion forums, I found that … as much as you'd like to read other people's comments, there were so many comments and you almost felt like you were just putting a comment in so you could get the green tick to move on to the next one' (Mentor, May 2020).*

> *'The encouragement of talking to these discussion forum things, I thought that was a complete waste of time' (Mentor, June 2020).*

> *'I haven't really accessed it. I've put a few comments in but I don't find I have the time to read through what other people are saying. I find it more useful actually meeting people' (NQT, November, 2019).*

Combined with the survey findings, we suggest that the online discussion forums did not fulfil the anticipated role in developing practice. Whilst they also had the potential to link colleagues across schools, this did not fully come to fruition.

Some Induction Leads/mentors thought the webinars were useful but they were not always accessed by NQTs and mentors, the main barrier to engagement being the length and scheduling of the webinars:

> *'I would change the webinars because we are that busy that scheduling that specific time for that webinar is difficult and then sometimes it is an hour long and we just don't have an hour in the week really' (NQT, December 2019).*

Whilst scheduled webinars were poorly received, there was the possibility of viewing these asynchronously, and this means they did still play a key role in development.

The videos were valued as a useful developmental element. However, the realism and relevance of the videos was highlighted as not being representative of phase, subject, or school context.

> *'I think some of the visual material has been useful; not all of it because I know some of it is primary and some of it is secondary, so it's delving into some of the right things. I think some of the videos of lessons have been useful, to actually look at someone else in the classroom' (Mentor, December 2019).*

> *'I'd say some of the videos could do with more realistic schooling settings as such. I know the emphasis of the video is to show the model of the practice that you're trying to educate. However, sometimes just the school scenarios aren't as realistic as you might think' (NQT, May 2020).*

Observations are a valued developmental tool in schools, however most schools have their own observation systems and NQTs fitted into the observation cycle of these as a priority as time for observations was limited and finding cover for lessons difficult for many of the schools:

> *'With me observing … this is additional. [NQT] is also involved in the performance management stuff so we have got an SLT observation coming up, she got observed by [teacher] and she will get observed by the head of department and stuff like that. We do get observed quite a lot because we get observed for like twenty minutes and the idea is that if you get observed for less you get observed more times and that kind of stuff so I am quite conscious I don't put loads of extra stuff on her' (Mentor, December 2019).*

It should be noted that observation is not prominent within the logic model, although it featured in the processes of change. We recommend this be considered if the pilot programme is adopted further.

Another key area that does not feature in the logic model is the Instructional Coaching model embedded within the programme. In reflecting on the Chartered College of Teaching logic model, it seems that the status of Instructional Coaching as a core input to the programme needs to be made clear. The mentoring/coaching model was not adopted with fidelity in the majority of schools. Some mentors adopted aspects of the coaching model but most did not. Where observations were completed in case study visits, no observations saw the Instructional Coaching model used with

fidelity. Engagement with the mentoring model was affected by mentor experience, approach, existing school systems, and any time allocated.

A few mentors discussed the value of the Instructional Coaching model in bringing formalised structure and facilitation methods to the mentoring meeting time:

> *'So yes, I think it's made it easier and it's a bit different, it's just formalised it, I guess. I think quite often in the past, it used to be mentoring an NQT would be, right let's chat about the week, how's [it] gone or sometimes it's not and I've observed meetings with mentors where the mentor has just told the NQT what to do and they've not had that opportunity to actually speak and reflect by themselves and teaching them to reflect because they need to be able to do that in their career as they move forward. Because they're not going to have that person, are they, always there to help them and coach them. I think yes, just building that open and honest dialogue is really good' (Mentor, December 2019).*

Time is protected in this school for use of the coaching model:

> *'We would both make our own personal notes. And then I would update the coaching record based on what we agreed and thing to focus on. And then in terms of that time being protected, it's been protected in my timetable so that's good' (NQT, May 2020).*

Theme 7: The affordances and barriers we anticipate if the programme were taken to a larger number and broader range of schools

The online materials are seen as useful to other members of staff, beyond those engaged directly in the programme. This may have a positive impact on the wider school system at scale.

> *'They launched it giving access to other participants who weren't part of the programme but giving them access to the platform, and I signed up loads of people for that because that was really useful. I think the CPD material on the platform is really brilliant' (Induction Lead, May 2020).*

As well as the difficulties of ensuring participants have time to engage with materials (see Feasibility above), a potential barrier in taking the programme to scale is the initial set-up 'cost' of Induction Leads in training staff around the use of systems and associate processes, and the ongoing monitoring of this through the online system.

In some schools, Induction Leads also stepped in to support mentoring. For example, in at least two case studies, a dedicated subject mentor supported the NQT in relation to day to day concerns and development, where other staff members (including the Induction Lead) supported the online learning.

> *'What we found was when their mentors couldn't help them, the mentors would come to me and then I would go in. We'd be supportive as much as we possibly could be'* (Induction Lead, May 2020).

Induction Leads taking on additional roles within the direct mentoring of NQTs may be possible in some schools, for example, where there are fewer NQTs, however this is not feasible in all schools.

Model of cost per Early Career Teacher

The total cost incurred by the chartered College of Teaching to develop and deliver the pilot programme was £429,600. Of the total cost, £311,800 was spent on developing the programme and £117,800 classified as recurring costs. We provide here a model of the development costs being recuperated over the first 1,000 ECTs, recognising that the programmes are designed to be taken to scale quickly. We tentatively suggest that this may be achieved within three years. As such, we here apportion 114/1000 = 11.4% of the development costs to this pilot year, corresponding to the 114 NQTs at the start of the programme. This allows us to provide a model of cost per ECT as shown in Table 35.

Table 35: Model of cost per ECT

Number of ECTs	Recurring costs per ECT in pilot year	Development costs per ECT in pilot year	Estimated cost per ECT in pilot year
114	= £117,800 / 114 = £1,033	= (£311,800 x 11.4%)/114 = £312	= £1,033 + £312 = £1,345

It should be noted that this assumes that costs are distributed evenly across all NQTs in the pilot programmes. Our data does not allow us to perform a sensitivity analysis around the variation in cost with different numbers of NQTs, mentors, or Induction Leads within a school (as the central delivery costs are not broken down in this way).

The prerequisites for schools to run the pilot programme include meeting spaces for mentoring conversations and computer access to engage with online materials (which could also be done on mobile phones). However, none of the case study interviewees saw this as additional to the resources already available in school, and we anticipate these resources being readily available in the majority of schools.

Conclusion: Chartered College of Teaching (Programme C)

Summary of pilot findings

Research question	Finding
Promise: Is there evidence to support the theory of change?	Where participants engage with the online programme it is highly rated as a way of developing professional practice for both ECTs and mentors. Although based on limited evidence, our measures of self-efficacy around development in relation to the Early Career Framework signalled increases. Promise was limited where the timing of the programme did not match NQTs' capacity to engage, particularly in the first weeks, and greater flexibility would enhance promise together with more subject and phase relevance of some materials. The theory of change represented within the logic model is supported by the evaluation. Observations by mentors, and subsequent instructional coaching, might also be included in the theory of change. Online peer discussions and forums were less well received.
Was the programme feasible?	Engagement with online materials is a barrier to feasibility. This takes significant time, which was accommodated more easily by ECTs than mentors within the programme. Where time was allocated by schools, ECTS and mentors both rated the programme highly. The majority of participants accessed online resources and discussions beyond the times allocated for engagement, and some struggled to 'catch up'. Various practices were adopted for integrating aspects of the programme with mentoring conversations which dealt with the more immediate concerns of ECTS, but in many cases the latter took priority.
Are the programme approaches scalable?	The online materials and sessions could be easily replicated at scale. Issues of feasibility would need to be addressed to allow the integration of the programme with existing processes for ECT support across different contexts. The role of observations and the instructional coaching model could be clarified further in relation to the theory of change. Online discussion forums were poorly received during the pilot. Although analysis of costs and time was challenging due to limited information around normal practice, we estimate that mentors and ECTs each spent between an hour and one and a half hours on the programme each week.

Formative findings

This programme offered mentoring opportunities that often ran alongside existing processes of mentoring within schools. The role of Induction Leads and mentors in integrating learning from the online pilot programme is limited by the need to sequence learning around the Early Career Framework and the complexities of replacing existing systems. As such, greater attention could be given to ensuring mentors understand their role in contextualising and linking learning from the programme to the specific contexts and needs of new teachers.

Related to this is the potential for the programme to offer greater guidance on how other development activities might be aligned with online learning. For example, most schools retained an element of face to face collaboration amongst NQTs, and the content of this could be guided to support integration with the pilot programme. Although this might feature in the preparation module for mentors and Induction Leads, online support for integration might be provided (for example, by the online tutor).

The potential of discussion forums to allow collaboration across and between schools was not fully realised within the pilot. The processes of synchronous online meetings and discussion forums might be reviewed to better support this.

Interpretation

NQT self-efficacy scores increased on all measures for participants in the Chartered College of Teaching programme suggesting that NQT self-efficacy increased during the pilot. Mentor judgements of NQT efficacy were also higher at the end of the pilot compared to in November. We note that this is a shorter time period than self-efficacy measures. These findings should, however, be approached with caution due to the different samples and the survey response rate (likely the most committed NQTs completing the outcome survey).

Mentor self-efficacy scores increased on all measures for participants in the programme suggesting that mentor self-efficacy increased during the pilot. Again, this finding should be approached with caution due to the different samples and the survey response rate (likely the most committed participants completing the final survey).

NQT judgements of mentor efficacy did not increase from November to May. We note that this is a shorter time period than for the other measures, and also that NQT scores for mentor efficacy were already high In November, suggesting that the scale may not have been sufficiently sensitive to detect changes in perceptions of efficacy.

The findings from surveys, case studies, participation data, and observation suggest that the online pilot programme provides a comprehensive and highly valued resource for the development of ECTs and mentors and was shared with other colleagues in school. The quality of the resources themselves, the embedding of contemporary research evidence, and the ease of use of the platform mean that both NQTs and mentors were stretched to develop their practice. In cases where NQTs were struggling, mentors did choose to focus on 'the basics' however.

The programme introduces a coherent and thoughtfully sequenced programme for NQT development, supporting mentors in delivering this. In schools where there was not such a programme previously, this was readily adopted. However, where existing programmes of NQT support were in place, these had to be integrated and adapted. This created a set-up 'cost' in terms of Induction Leads' time. It should be noted that in small primary schools, the mentor often is the Induction Lead, whereas in large secondary schools this might involve coordinating and training several mentor-mentee pairs (up to 16 in our sample).

Whilst the comprehensive nature of the online programme, the careful sequencing, and the potential to stretch developmental practice are all affordances, a significant limitation of impact of the pilot programme, within the timescale evaluated, is the capacity that teachers have to engage with it. Although time is a factor, this manifests through online materials and sessions not being able to themselves speak to the immediate concerns of NQTs at the start of their careers. These are often local, practical issues or aspects of practice which sit within existing school processes. Where mentors and NQTs were allocated time explicitly to the online programme it was very highly rated. In the majority of settings however, NQTs adopt various approaches to partially integrating the online programme in mentoring or allowing it to sit alongside existing processes. In some settings the online programme remained a lower priority than existing processes of development.

The experience and role of mentors in contextualising materials into school settings and integrating with day to day development is therefore crucial. Over time, as mentors become more familiar with materials, they are likely to improve at this. However, the sequencing of material engendered by the Early Career Framework and the necessity to provide materials across phases and school subjects limits this. The coaching model was well received but the majority of mentors developed a hybrid of this and existing processes. Although the potential for engagement across schools online was seen as very beneficial, at the school level, participants still valued opportunities for NQTs and mentors to meet face-to-face. Over time, we might expect the online programme to replace aspects of NQT development and therefore allow more time, but NQTs could not be easily removed from work around whole-school initiatives, or activities at the level of multi-academy trusts or local education authorities.

The pilot programme appears to be easily replicable in terms of online delivery, although we would recommend limiting the size of online groups (for example, through increasing the number of groups) to engender coherent interactions amongst participants. The dedicated time taken to engage with the programme, particularly for mentors and Induction Leads, is a potential barrier that would need to be addressed by school leadership within the existing policy landscape.

At the time of writing this report (June 2020) we welcome the recent announcement that time for mentoring ECTs will be supported by the Department for Education, but do not know the extent of this.

Conclusion: Overall

Summary of pilot findings

Research question	Finding
Promise: Is there evidence to support the theory of change?	All three programmes showed some evidence of promise. In the case of Ambition Institute's programmes, online materials and subsequent instructional coaching sessions were perceived to be high quality and impactful. Mentors' training was also highly regarded. Particular promise was noted for Programme B as it afforded ECTs more autonomy. Elements of the Chartered College of Teaching's programme also showed promise, with respondents perceiving the online resources and associated observations and coaching sessions as being high quality and impactful. There were also limitations across all three programmes. Participants frequently reported that resources and content lacked flexibility and targeting to ECTs' individual needs and development priorities. Other specific delivery methods were also poorly perceived.
Were the pilot programmes feasible?	A key challenge identified by participants in all three programmes was the workload associated with them. This was a barrier faced by ECTs but was an even greater challenge for mentors, contributing to low levels of attendance in online sessions and, in some cases, contributing to reduced engagement with the programmes. A related challenge was the presence of existing induction programmes and processes in schools. The additional workload associated with these challenged the feasibility of delivering the pilots. Another central challenge was the inflexibility of the content sequencing, which may have prevented content being accessed when it is most needed. Aside from these general challenges, specific logistical barriers sometimes hampered engagement (such as timetabling issues and impediments to accessing online resources).
Are the pilot programmes scalable?	The pilot programmes are replicable as each is a well-defined programme that could be delivered at scale through online platforms. Some of the specific online methods used by the programmes were not effective in the pilots, so careful adaptation may be required. The programmes each rely on local contextualization of the content by mentors; support for this might be developed further. Because the feasibility of each programme depends upon the interaction of the programme with existing processes for supporting ECTs, at scale there is likely to be variation in how well the programmes meet local need. Whilst national policy changes may help, greater attention should be given to how the programmes integrate with, or replace, existing processes in different contexts. Although analysis of costs and time was challenging due to limited information around normal practice, we estimate that on the Ambition Institute pilot programmes, Induction Leads spent less than an hour, coaches just over an hour, and ECTs around one and a half hours on the programme each week. On the Chartered College of Teaching programme, Induction Leads, mentors, and ECTs each spent between an hour and one and a half hours on the programme each week.

Formative findings

Accommodating the specific development needs of new teachers, and presenting appropriate challenge, could have been more fully developed within these pilot programmes and their interpretation in schools, although the need for sequencing of content limits this. Minimal reference was made to NQTs' Initial Teacher Training outcomes in selecting their first modules. Only in cases where NQTs were struggling was there obvious reference to targets developed for them at the end of initial teacher education. Case study interviews suggest that initially, a few schools made decisions around the modules that were taken by participants based on assumption (for example, behaviour should come first) or to enable colleagues to share a focus (through taking the same module), rather than based upon identified development needs. Our interviews also suggest that mentor development is rarely part of staff development conversations (and target-setting) for mentors or for Induction Leads.

Although not a clear recommendation, it is noteworthy that both developers relied on school colleagues to interpret and contextualise both guidance and learning. This might be supported through more localised contact with schools.

Cost analysis was challenging within this evaluation as it was not possible to establish normal practice in terms of the time spent supporting ECTs, and much of the time costs are subsumed within existing roles. Nevertheless, we estimate that on the Ambition Institute pilot programmes, Induction Leads spent less than an hour, mentors just over an hour and ECTs around one and a half hours on the programme each week. On the Chartered College of Teaching programme, Induction Leads, mentors, and ECTs each spent between an hour and one and a half hours on the programme each week. This should, however, be read in the context of the relatively low participation rates across all three programmes during the initial set up period evaluated. It should also be recognised that these estimates do not include existing processes of ECT support which continued to run alongside the pilot programmes in many cases.

Our model of cost per ECT (recuperating development costs over the first 1,000 ECTs) suggests that the Ambition Institute programmes cost around £1,900 per ECT within the pilot and the Chartered College of Teaching programme cost around £1,300. These are very approximate estimates, however. The online programme from the Chartered College of Teaching had higher development costs, but lower recurring costs that the Ambition Institute programmes.

Interpretation

The three pilot programmes evaluated took differing approaches to supporting development of Early Career Teachers in relation to the newly devised Early Career Framework. It should be noted that these are not, therefore, open responses to the important issue of supporting ECTs: the framework effectively acts as a curriculum for what new teachers should know and know how to do. The large amount of content within the framework and the necessity that it is sequenced across the pilot programmes (with some choice incorporated) means that this curriculum conditions the approach to developing new teachers within schools. Our evaluation should, therefore, be read as exploring how the different pilot programmes delivered learning and development against the framework, for both ECTs and their mentors. We furthermore wish to note that these programmes were deliberately developed with a view to working at scale and within a defined cost envelope.

Each programme shows promise as a way of delivering content around mentor development. NQTs were able to draw on their reduced timetabled hours to benefit from the programmes, and our analysis suggests that this might be the case in the second year of programmes (NQT+1). However, mentors in the majority of pilot schools were not able to feasibly accommodate the programmes within their existing workload. In schools where headteachers allocated additional resource to freeing up time for mentors and Induction Leads, the programmes were each rated very highly. In some schools, time was allocated to mentoring or coaching but this was taken up with existing processes of observation and ensuring accountability across the statutory induction period as well as to responding to the immediate, practical needs of new teachers. In some schools, no additional time was given to mentors and this resulted in poor engagement in the programmes or significant additional workload. At the time of writing, guidance from the Department for Education (DfE, 2020) suggests that time for mentoring will be allocated and statutory guidance published (prior to September 2021) in relation to the Early Career Framework.

Whilst these steps are welcomed, our evaluation suggests that the feasibility of delivering programmes to support Early Career Teachers rests not just on allocation of time per se but also on how these systems come to replace existing modes of support—issues that are affected by national support policies as well as the local context. At the level of mentor and mentee, the clear models for observation and coaching, the deployment of concise summaries of research, the potential to connect mentoring to a wider community, and the provision of high-quality resources were strengths across all three programmes evaluated. Within the initial set-up period seen, however, these provided an additional process of teacher development and only in a few cases had this begun to replace existing mentoring and coaching. The COVID-19 crisis undoubtedly meant that we only saw the very early stages of these programmes, and both Ambition Institute and the Chartered College of Teaching were continually improving processes and resources. In this context, we strongly suspect that integration and replacement of existing processes would have continued, but this may be a process taking years rather than months. Developing mentors inevitably takes time and is at present not a primary focus in many schools. There are also limits on what can be replaced in the working lives of mentors and ECTs. Participants in the pilot study were involved in whole-school initiatives, benefitted from meeting and collaborating with peers in larger groups, and were often also engaged within federations, multi-academy trusts, and local education authorities. These aspects of staff development are not readily replaced.

An aspect of mentor development that we saw as crucially important in these programmes is their role in mediating between the delivered programmes of ECT development and the day to day concerns of new teachers in practical and logistical issues and with the classes they teach. The affordance of developing both mentors and new teachers through the availability of contemporary research evidence and practice, and networking beyond schools, must be realised through mentors and Induction Leads contextualising this within their own settings and ensuring existing processes can best utilise this input. The sequencing of the Early Career Framework within these pilot programmes ensures coverage and a

clear structure for teacher development but limits the scope for bringing resources to bear at the point they are most needed.

In the comparison between Ambition Institute Programme A and Programme B, as well as in the natural variation across all case studies, we saw that programmes are most promising where the NQT has responsibility for their own development and is able to use this to draw on the expertise of mentors and other colleagues through genuine collaboration. We believe this goes beyond NQTs simply having more time to engage with programmes.

Despite initial face-to-face meetings for mentors and Induction Leads within the Ambition Institute programmes, the rest of the delivery from both developers took place online. This makes the interventions themselves scalable although the attendance at online events was poor. The use of recordings supplements this, but at the expense of collaboration between schools. A further issue around scalability is the dynamic nature of school staffing, which means mentoring arrangements change as staff leave school are replaced throughout the year. Identifying participants and keeping abreast of changes is a continuous challenge. The feasibility of these programmes at scale rests not on delivery but on schools themselves placing focus upon mentor development and the support of new teachers such that existing systems and expectations can be integrated or replaced with these centrally delivered approaches. As the Early Career Framework and national policy around support for Early Career Teachers are rolled out, we hope that the importance of mentoring Early Career Teachers becomes further ingrained in school cultures.

Limitations

This report describes an evaluation covering the initial set-up of pilot programmes, from training in July 2019 to February 2020. In contrast, the Early Career Framework covers two years of development. This evaluation was unable to ascertain the impact of programmes and support around the ECF in the second year of teaching after qualification. Due to schools closing to most students as a consequence of COVID-19, the programmes ran for approximately half of an academic year and, as such, it is reasonable to assume that they would have continued to develop and have impact had we been able to evaluate a complete academic year (2019/2020). The outbreak of COVID-19 further limited our capacity to undertake case studies of interest, prevented further observation of instructional coaching, and limited survey response thus curtailing the evidence on which we base our findings. It was not appropriate to proceed with our proposed methods around job satisfaction and intention to stay in the school or profession either, as mediators of teacher retention. We instead used simple questions around the impact of the programmes on intention to stay.

In relation to the pilot programme from the Chartered College of Teaching, from survey responses, we were able to draw tentative conclusions about the subgroups of participants who received phase-specific materials in Key Stage 1 and subject-specific materials in secondary English. Our case studies were not able to further support these findings as numbers of participants in these subgroups were very small (and we did not recruit further cases due to COVID-19). Likewise, we are able to draw only tentative discussion points from the observation of sessions and case study responses of schools involved in a single multi-academy trust.

As discussed earlier in relation to participants, our evaluation included a higher proportion of schools rated by Ofsted as 'good' or 'outstanding' than there are nationally. There was also a high proportion of urban schools within the evaluation. Whilst the characteristics of schools within each of the three pilot programmes is comparable, evidence suggests that there were often existing links between the developers and the schools recruited by that developer.

Future research and publications

At the time of writing, four providers have been appointed to support early rollout of support around the Early Career Framework in the 2020/2021 academic year, ahead of national rollout in September 2021. Rollout will involve schools having a choice around the level of support they receive directly from providers and all schools will have access to resources and sequencing from each. We offer here brief comments around methodology and approach to evaluation in this context.

As a research team we remain committed to a mixed methods approach which recognises the limitations of simple metrics in exploring complex systems and change within them. We deployed several existing scales around the efficacy of new teachers and mentors and devised our own in relation to the ECF specifically. This was not only because of the rapid development of these programmes and evaluation, but also because research on teacher efficacy and mentor quality is far from a mature area of study. Different accounts of teacher agency and mentoring exist in the literature and we resist claims that there can ever be one simple definition. Measures of pupil outcomes or teacher retention are too far removed from the interventions to ascribe causality to mentoring and early career support. Nevertheless, we feel that measures of job satisfaction might have given more colour to the picture developed within our evaluation as a potential mediator of retention.

A significant issue within our evaluation was establishing the counterfactual. 'Normal practice' around mentoring is not well defined and we found significant variation in practice within our case studies. The deployment of a comparison survey was intended to support understanding here. Multiple providers of support for Early Career Teachers and their mentors will require multiple arms to a trial, we suspect, and this may ameliorate the difficulties of assuming a 'business as usual' as a counterfactual. The changing policy landscape and the availability of materials to all schools of course makes this increasingly complicated in a trial methodology.

As well as a large variation in practice around supporting mentors and NQTs at the school level, our evaluation further highlighted the variation in mentor experience and 'quality' within schools, where we take the latter to include capacity, skill, knowledge, and motivation around mentoring. Again, we would be resistant to a simple measure of mentor quality, or the simple adherence to national standards for mentors. Nevertheless, we believe research questions around the differential effects of support programmes on different mentors need to be asked. Our findings (primarily within case studies) around less experienced mentors benefiting most from the pilot programmes, and the concerns of some mentors that pilot programmes did not support the broader professionalism of teachers, beg questions about the limitations of any nationally prescribed frame for what Early Career Teachers need to know. The broader question of what is pushed out by such a framing of teacher development must always be asked.

We intend to consider such questions in future publications and to consider the complexities of implementing a national framework for teacher development in a complex ecosystem of schools. We are furthermore keen to explore the ways that schools continued to support newly qualified teachers, using the pilot programme systems and materials, during the COVID-19 crisis. This may be an addendum to this report.

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Appendices

Appendix E1 – Ethics: Information and consent form for all participants.

Appendix E2 – Ethics: Information and consent form for case study participants.

Appendix E3 – Ethics: Updated Information and consent form for case study participants.

Appendix S – Devised Survey Scales

Appendix P1 – Protocol: Observation of mentoring/coaching conversation

Appendix P2 – Protocol: Interview of NQT in November 2019

Appendix P3 – Protocol: Interview of mentor in November 2019

Appendix P4 – Protocol: Interview of Induction Lead in November 2019

Appendix P5 – Protocol: Interview of NQT in May 2020

Appendix P6 – Protocol: Interview of mentor in May 2020

Appendix P7 – Protocol: Interview of Induction Lead in May 2020

Appendix C – Cost analysis tables

Appendix E1 Early-career support – pilot evaluation

CONSENT FORM

We will only involve you in the observation and interview if you have completed this form.

Early-career support programme evaluation

1. I confirm that I have read the attached information and have had the opportunity to consider the information, to ask questions, and (if applicable) that I have had these answered satisfactorily.

2. I understand that my participation in this research is voluntary and I can request for my data to be withdrawn from the research at any time. It will not be included in the initial report if withdrawn prior to 20th December 2019 and it will not be included in this report in the final report if withdraw up until 31st May 2020, without giving a reason.

3. I understand that my survey responses will be compared between the start of the programme, in November/December 2019 and in May/June 2020.

4. I understand that survey responses may be linked to those of others in my school, but that they will not be shared.

5. I agree to Ambition Institute/Chartered College of Teaching sharing data on my engagement with the programme in a pseudonymised form.

6. I agree to members of the evaluation team observing me during training, webinars, in online chat rooms and notice boards, and during other aspects of the programme. I understand that I will not be identifiable in any notes taken.

7. I agree to the use of my anonymised quotes. ☐

8. I agree that any data collected may be published in anonymous form ☐
   in reports, books, conference papers or journal articles.

Name: ………………………………………………………………….

School:……………………………………………………………………………

Mentee/mentor/school leader [tick all that apply]

If you are a mentor, please list all mentees ……………………………………………………………….

If you are a mentee, please list your mentor(s) …………………………………………………………….

Date …………………………………………

Appendix E2 Early-career support – case study consent

What is this about?

As you will know, your school is taking part in a pilot programme to support mentoring of Early Career Teachers (ECTs), funded by Education Endowment Foundation. The pilot you are involved in is run by Ambition Institute/the Chartered College of Teaching and will be evaluated by a team from UCL Institute of Education (the "evaluation team"). This research has been reviewed and approved by the research ethics committee of UCL Institute of Education. The headteacher of your school has agreed that the school will take part in the research programme.

What's happening now?

At the beginning of the programme you received information and were asked about consent for the overall evaluation. We will be undertaking case studies in November 2019 and May 2020 in order to gain a deeper understanding of the pilot programmes and evaluate them. We have selected your school as a case study, so we are now getting in touch to provide additional information and ask for additional consent for the methods which we intend to use in case studies:

- Analysis of engagement data will allow us to see how you have engaged with aspects of the pilot and stimulate questions for the interviews.

- Individual interviews will allow us to discuss the programme with you. We will be seeking interviews with mentees, mentors and school leaders.

- Observation of mentoring/coaching sessions will allow us to see the impact of the programmes.

What does this mean for me?

We want to make sure you have no problem with us looking at data around your engagement with the pilot, for example around the targets used and completion of these, participation in online elements such as training, webinars, chat rooms and whether you have attended face-to-face events. We also want to check whether you are happy to be interviewed and observed during mentor sessions. We will only involve you in the research **if you have let us know that you are happy for us to do so.** There will be a form at the end of this information page.

What if I do not want to take part?

Your participation in this research is voluntary. If you choose not to take part, that's fine and you will not be disadvantaged in any way. In addition, you can request for your data to be withdrawn from the research at any time. Because we will be providing an initial report in January 2020, you can withdraw any data up until 20th December 2019 and it will not be included in this reporting. The final report will be produced in June 2020, so any data can be withdrawn up until 31st May 2020 if you do not want it included in that report. Just get in touch, using the email address below and we will withdraw your data from the project.

How is confidentiality maintained?

All data provided will be treated as highly confidential. The data will never be shared with other people in your school, or with Ambition Institute/Chartered College of Teaching or the EEF. Any data we receive about engagement with the pilot from Ambition Institute/Chartered College of Teaching will be treated as confidential and is solely for the purposes of us evaluating the programme. Any notes we take from this will use a pseudonym (code), so that you cannot be identified during analysis or in any reporting. Interviews and any observation will be audio recorded and then transcribed, and we will replace your name with a pseudonym after transcription.

When we are writing up the research we will double check it is not possible to identify either individuals or schools from what we report. All use of data will be compliant with the GDPR and data protection legislation. All personal data will be processed within a secure system, and kept for 2 years. All pseudonymised data will be processes within the UCL network and destroyed after 10 years.

You can read UCL's data privacy notice here: **https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice**

What if I have any questions?

If you have any concerns and would like to know more, or if you have any questions, please contact Mark Hardman at the UCL Institute of Education by email at **m.hardman@ucl.ac.uk**

Early-career support – pilot evaluation

CONSENT FORM

We will only involve you in the observation and interview if you have completed this form.

Early Career Support pilot evaluation

9. I confirm that I have read the attached information and have had the opportunity to consider the information, to ask questions, and (if applicable) that I have had these answered satisfactorily.

☐

10. I understand that my participation in this research is voluntary and I can request for my data to be withdrawn from the research at any time. It will not be included in the initial report if withdrawn prior to 20th December 2019 and it will not be included in this report in the final report if withdraw up until 31st May 2020, without giving a reason.

☐

11. I agree to Ambition Institute/Chartered College of Teaching sharing data on my engagement with UCL evaluation team.

☐

12. I agree to being interviewed.

☐

13. I agree to interviews being audio recorded and transcribed.

☐

14. I agree to mentoring/coaching sessions being observed.

☐

15. I agree to observations being audio recorded and transcribed.

☐

16. I agree to the use of my anonymised quotes.

☐

17. I agree that any data collected may be published in anonymous form in reports, books, conference papers or journal articles.

☐

Name: …………………………………………………………………….

School:………………………………………………………………………

Mentee/mentor/school leader [tick all that apply]

If you are a mentor, please list all mentees ………………………………………………………….

If you are a mentee, please list your mentor(s) ……………………………………………………….

Date ……………………………………………

Appendix E3 Early-career support – (updated) case study consent

What is this about?

As you will know, your school is taking part in a pilot programme to support mentoring of Early Career Teachers (ECTs), funded by the Education Endowment Foundation. The pilot you are involved in is run by the Chartered College of Teaching (CCT)/Ambition Institute and is being evaluated by a team from UCL Institute of Education (the "evaluation team"). This research has been reviewed and approved by the research ethics committee of UCL Institute of Education. The headteacher of your school has agreed that the school will take part in the research programme.

What's happening now?

At the beginning of the programme you received information and were asked about consent in relation to the overall evaluation. In November 2019 we conducted a case study visit in your school, and it was always our intention to return in May 2020 in order to gain a deeper understanding of the pilot programmes and how they have progresses. We have modified this consent form given that we will now be seeking to conduct online/telephone interviews as teachers work from home. The modifications are presented in *italics*, and we are asking for additional consent for the methods which we now intend to use in these case studies:

- Analysis of engagement data will allow us to see how you have engaged with aspects of the pilot programme and stimulate questions for the interviews. We will not share this data with anybody else in your school.

- Individual interviews will allow us to discuss the pilot programme with you. We will be seeking interviews with mentees, mentors and school leaders. *These may be conducted through secure online software (such as Microsoft Teams) or through recording telephone interviews using a digital data recorder. Audio data will be immediately transferred to UCLs secure Data Safe Haven and audio data outside of this then destroyed.*

- Observation of mentoring/coaching sessions will allow us to see the impact of the programmes. *We are no longer able to attend sessions, so we will instead be asking for permission to view any recordings of sessions which have already been provided to the pilot programme team (e.g. for Coaching on Coaching). Our focus is on how the model of mentoring/coaching within the programme you are following is used in school. We are not evaluating your practice beyond this.*

What does this mean for me?

We want to make sure you have no problem with us looking at data around your engagement with the pilot programme. This could include data around developmental targets set and completion of these, participation in online elements such as training, webinars, chat rooms and whether you have attended face-to-face events. We also want to check whether you are happy to be interviewed and, where relevant, observed during mentor sessions. We will only involve you in the research **if you have let us know that you are happy for us to do so.** There will be a form at the end of this information page for you to indicate your consent.

What if I do not want to take part?

Your participation in this research is voluntary. If you choose not to take part, that's fine and you will not be disadvantaged in any way. In addition, you can request for your data to be withdrawn from the research at any time. The final report will be produced in June/July 2020, so any data can be withdrawn up until 31st May 2020 if you do not want it included in that report. Just get in touch, using the email address below and we will withdraw your data from the project.

How is confidentiality maintained?

All data provided will be treated as highly confidential. The data will never be shared with other people in your school, or with the Chartered College of Teaching or the EEF. Any data we receive about engagement with the pilot from the Chartered College of Teaching will be treated as confidential and is solely for the purposes of us evaluating the programme. Any notes we take will use a pseudonym (code), so that you cannot be identified during analysis or in any reporting. Interviews and any observation will be audio recorded and then transcribed, and we will replace your name with a pseudonym after transcription.

When we are writing up the research we will double check it is not possible to identify either individuals or schools from what we report. All use of data will be compliant with the GDPR and data protection legislation. All personal data will be processed within a secure system, and kept for 2 years. *Interview recordings will be audio only (not video) and will be either recorded in or immediately transferred to the UCL Data Safe Haven. If a digital audio recorder is used then the data will be wiped from the recorder as soon as it is transferred to the UCL network. Any video recordings from delivery teams will be uploaded directly into our secure Data Safe Haven and processed within it.* All pseudonymised data will be processed within the UCL network and destroyed after 10 years.

You can read UCL's data privacy notice here: **https://www.ucl.ac.uk/legal-services/privacy/ucl-general-research-participant-privacy-notice**

What if I have any questions?

If you have any concerns and would like to know more, or if you have any questions, please contact Mark Hardman at the UCL Institute of Education by email at **m.hardman@ucl.ac.uk**

Education Endowment Foundation

Early-career support – pilot evaluation

UCL Institute of Education

CONSENT FORM – *revised April 2020*

We will only involve you in the observation and interview if you have completed this form.

Early Career Support pilot evaluation

18. I confirm that I have read the attached information and have had the opportunity to consider the information, to ask questions, and (if applicable) that I have had these answered satisfactorily. ☐

19. I understand that my participation in this research is voluntary and I can request for my data to be withdrawn from the research at any time. It will not be included in this report in the final report if withdraw up until 31st May 2020, without giving a reason. ☐

20. I agree to the Chartered College of Teaching/Ambition Institute sharing data on my engagement with the UCL evaluation team. ☐

21. I agree to being interviewed. ☐

22. I agree to interviews being audio recorded and transcribed. This will be within software such as Microsoft Teams or using a digital voice recorder and telephone. ☐

23. I agree to mentoring/coaching sessions which I have submitted to Chartered College of Teaching/Ambition Institute being shared with the UCL evaluation team. ☐

24. I agree to the use of my anonymised quotes. ☐

25. I agree that any data collected may be published in anonymous form in reports, books, conference papers or journal articles. ☐

Name: ………………………………………………………………….

School:………………………………………………………………………

Mentee/mentor/school leader [circle/tick all that apply]

If you are a mentor, please list all mentees ………………………………………………………….

If you are a mentee, please list your mentor(s) …………………………………………………………

Date ……………………………………………

Appendix S Devised Survey Scales

Self-Efficacy in relation to the ECF (SECF) Scale

My Teaching and the Early Career Framework Please rate your confidence in your own ability in relation to each of the following areas of the ECF.

1. Communicating a belief in the academic potential of all pupils.
2. Demonstrating consistently high behavioural expectations.
3. Building on pupils' prior knowledge.
4. Increasing the likelihood that pupils retain their learning.
5. Teaching a carefully sequenced and coherent curriculum.
6. Helping pupils apply knowledge and skills to other contexts.
7. Planning effective lessons.
8. Stimulating pupil thinking and checking for understanding.
9. Developing an understanding of different pupil needs.
10. Providing opportunities for all pupils to experience success.
11. Checking prior knowledge and understanding during lessons.
12. Providing high quality feedback.
13. Developing a positive, predictable and safe environment for pupils.
14. Motivating pupils.
15. Developing as a professional.
16. Managing workload and wellbeing.

Ratings:

1	Not at all confident
2	
3	Somewhat confident
4	
5	Fairly confident
6	
7	Confident
8	
9	Very confident

Mentor Self-Efficacy in Relation to ECF (MECF) Scale

Please rate how confident you are in your ability to mentor your NQT(s) in each of the following

areas of the ECF.

1. Communicating a belief in the academic potential of all pupils.
2. Demonstrating consistently high behavioural expectations.
3. Building on pupils' prior knowledge.
4. Increasing the likelihood that pupils retain their learning.
5. Teaching a carefully sequenced and coherent curriculum.
6. Helping pupils apply knowledge and skills to other contexts.
7. Planning effective lessons.
8. Stimulating pupil thinking and checking for understanding.
9. Developing an understanding of different pupil needs.
10. Providing opportunities for all pupils to experience success.
11. Checking prior knowledge and understanding during lessons.
12. Providing high quality feedback.
13. Developing a positive, predictable and safe environment for pupils.
14. Motivating pupils.
15. Developing as a professional.
16. Managing workload and wellbeing.

Ratings:

1	Not at all confident
2	
3	Somewhat confident
4	
5	Fairly confident
6	
7	Confident
8	
9	Very confident

Appendix P1 Observation Protocol for mentoring/coaching conversations with NQTs

Ambition Institute and Chartered College of Teaching schools

Promise - Research questions	Indicators
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

Scalability - Research questions	Indicators
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

Provider: AI (A) / AI (B) / CCT (circle/delete)	**Mentor:**
School:	**Mentee:**
Date:	**Start:**
Observer:	**End:**

Environment   (location of session, privacy, comfort, AV access if used)

Materials   (outline any materials including AV that are used during the session. Where the mentor provides a resource for the session, ask afterwards if they can provide you with a copy)

The mentoring/coaching session

This is for use as a commentary or narrative of the session. Write a broadly chronological account with reference to the prompts below and reflections as per the above RQs and other areas of interest arising. Include illustrative quotations.

Observing the mentoring/coaching model

Note the main stages of the session and the activities that take place. A summary of the AI and CCT coaching models is provided at the end as an aide memoire. Familiarise yourself with this before the session and use this after the observation to reflect on the ways the session adhered or did not adhere to the model.

There is no need to analyse the session as it being observed in terms of fidelity to a model. It is more important to capture what is happening and then to make reflection notes referring to the model summaries provided as soon as possible following the observation.

Observation narrative prompts

What topics are discussed?

Is evidence from observation or other data discussed?

What reference is there to explicit aspects of the Early Career Framework?

What reference is there to explicit aspects of the mentoring/coaching model?

Who introduces the topics?

Who talks/about what?   What does the conversation look like?

What kinds of questions are asked by the mentor?

What opportunities are there for the mentee to prompt topics that concern them?

What context/rationale is given when the mentor steers the session?

Amount of time allocated to topics - appropriate?

How does the mentor manage any difficult areas of conversation?

The mentor role is supportive and not assessment-oriented – is this reflected in the session?

Time	Beginning the session
	(purpose? ways the session is set up – stated expectations/goals; agenda – is there one, where has it come from?; reference to previous sessions and or/NQT needs; references to ECF?) **Reflections on beginning** (shared understanding of the purpose between mentor/mentee? Mentee's response to the way the session begins?)

Time/ section	Mentoring/coaching session
	         [extend box as required]

Appendix P2 Protocol: Interview of NQT in November 2019

Early career support – pilot valuation

Case study school interview schedule – November 2019

<u>Mentee</u>

PREAMBLE

(Consent form has been provided in advance - check form is signed, the room is private).

Thank you for agreeing to be interviewed as part of this project. The interview invites you to talk about your experience of the early career support that you have received so far. Please answer as fully and as frankly as you can.

The interview should last for 45-60 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of the month, when we write up our initial report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT

C1. Can you give a _brief_ background to being an NQT this term:

- How did you qualify to become a teacher?
- What is your teaching qualification?
- What is your phase/subject/specialism?
- Did you do your teaching placement/employment in this school as a trainee teacher?

PROMISE   (P1-10)

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

P1. What did you know about the support that would be available for you as an NQT prior to starting the post?

- (Can you elaborate on what you understood it would consist of?)
- How mentoring/coaching would be provided?
- What would be provided online, if anything?
- How did you find this out/who told you this?
- How did it sound to you at that stage? / Was it the support you were hoping for?
- How did you first hear about the Early Career Framework (if you have heard about it)? (Expand)

P2. How did you identify your professional learning and development needs on taking up your post as a NQT?

- Who was involved – mentor/school induction lead?

- What were the needs that you identified?

- How did these relate to your ITE experience?

- Have the needs remained the same or changed in any ways since starting your post?   (Expand)

P3. Please give an outline of the arrangements for mentoring/coaching you as a NQT.

- How often do you meet with your mentor? How long are the meetings?
- When do you meet?
- Is this protected time?
- Where do you meet – (is this private)?
- Are other people involved apart from your mentor?
- Is there any kind of tracking or recording of what happens in the mentoring/coaching sessions?
  o Who keeps that? What form does it take?
- How are lesson observations organised – what is the focus, if any, and how is discussion following the observation managed with your mentor?

P4. Can you describe what a session with your mentor looks like? Is there a usual format for what happens? (Note that Ambition participants may have separate mentoring and coaching sessions: ask about both)

- Who /what sets the agenda for your mentoring/coaching meetings? (Is there an agenda?)
- How much do you talk about things that you consider to be priorities in these meetings? (Expand in detail – please give an example. Are these the mentee's own priorities or ones set by the mentor, the programme or others?).

P5. What has been the main focus of your mentoring/coaching sessions so far? Expand:

- Addressing day to day issues and priorities that arise?
- Feedback on lesson observations or 'drop ins' ('drop in' is AI terminology)?
- Themes from the Early Career Framework? Themes from online engagement? How are themes chosen?
- Introduction to school routines and processes?

- Can you give an example of a mentoring/coaching discussion that has been especially helpful for you? How did it help meet your needs?

- Are any aspects of the mentoring/coaching discussions less helpful? What are they? Can you give an example? If so, why are these aspects less helpful?

P6. What would you say are the strengths of the mentoring you have received in supporting you as an NQT? Expand. All responses to be explored – within and outside of pilot model.

P7. Are there any areas where you think that mentoring has been less effective in supporting you as an NQT? Expand. All responses to be explored – within and outside of pilot model.

P8. How is the school induction lead involved in your learning and development as an NQT?

AMBITION INSTITUTE ROUTE B ONLY

P9. Tell me about the 'sense-making clinics' – how are they organised for you? What happens? Have you engaged with any yet? What was that like?

- Can you give an example of where you benefited from engaging in 'sense-making' at one of these? What were the benefits for you?
- How do the sense-making clinics match your needs and priorities for support (if they do)?

CHARTERED COLLEGE AND AMBITION INSTITUTE ROUTE B ONLY

P10. Tell me about how the online support for you is organised – what exactly happens, from your perspective?

- How does the online activity match your needs and priorities for support (if it does)? Can you give an example to explain?
- How does the online material match your needs and priorities for support (if it does)? Can you give an example to explain?
- How easy do you find it to engage with the online learning environment? What helps or hinders you to be able to do that? Prompts: navigability, user-friendliness of interface, accessibility of materials, self-directed time, flexibility /asynchronous design
- What, if anything, would you change at this stage about the online support being provided for you as an early career teacher?

FEASIBILITY   (F1 – 8)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F1. How much time in total do you spend on average per week/every two weeks on early career support activities (such as meeting with your mentor, meeting with induction lead, meeting with others who also support you, engaging online with professional development materials, engaging with professional development materials prepared by your mentor, completing professional development activities)? Please talk me through this.

F2. What early career support activities do you value the most? Why is that?

F3. Are there any activities that do not seem to be a good use of your time as an NQT? Expand.

F4. How do you find the time to engage with the early career support that is provided for you? Expand – protected time in school? Evenings? After school? Weekends? Half-term break?

F5. How straightforward is it to know where support is available for you as an NQT (e.g. contacts with mentor, school induction lead, information about online engagement)? How do you know what is available?

F6. Are there any ways you are aware of that your school leaders support you as an NQT?

- Who are you aware of who supports you as leader in this institution?
- What does that support look like?

F7. Does the fact that you are an NQT mean that some of the demands made on general teaching staff are reduced for you? (e.g. teaching workload, data management, extra-curricular activities, form tutoring (secondary), curriculum leadership, meetings attendance, evening activities). Expand.

F8. Do you engage with any additional professional development that is provided for teachers in your school/beyond your school (e.g. INSET sessions, courses)?

- If you do _not_ engage with additional professional development, what is your view on that?
- If you _do_ engage with additional professional development, how valuable do you find that in addition to the early career support you receive?

SCALABILITY (S1 – 9)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

S1. What, if anything, has supported you in dealing with pressures/concerns as an NQT?

S2. What, if anything, has supported you in dealing with workload?

S3. What, if anything, has supported you in dealing with behaviour management?

S4 What, if anything, has supported you in developing your planning (lessons, schemes of work)?

S5. What, if anything, has supported you in developing your teaching?

S6. What, if anything, has supported you in developing subject/phase and curriculum knowledge?

S7. What, if anything, has supported you in developing your approaches to assessment?

S8. What are your current thoughts about staying in the teaching profession for the next two years and beyond? Could anything change in the current support you are receiving that would affect your views on that?

S9. Is there anything else you would like to say that has not been covered in the interview about the support for you as an Early Career Teacher that has been provided so far?

In Mentee interviews, further analysis of scalability/readiness for trial is derived from P and F questions.

Appendix P3 Protocol: Interview of mentor in November 2019

Early career support – pilot valuation

Case study school interview schedule – November 2019

<u>Mentor</u>

PREAMBLE

(Consent form has been provided in advance - check form is signed, the room is private).

Thank you for agreeing to be interviewed as part of this project. The interview invites you to talk about your experience so far as a mentor on the pilot Early Career Teacher support programme. Please answer as fully and as frankly as you can.

The interview should last for 45-60 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of the month, when we write up our initial report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT

C1. How did you come to be a mentor on the Early Career Support programme for NQTs this year?

Probe: did you volunteer to mentor, invited to mentor, required/directed to mentor? If invited/directed to mentor – by whom? When did you find out you were going to be a mentor?

C2. What were your reasons for volunteering or agreeing to mentor?

C3. Can you *briefly* tell me any experience you have of mentoring NQTs, student teachers, or other teachers prior to this year?

- How many NQTs/student teachers /other teachers have you mentored?
- What previous professional development in mentoring/coaching have you experienced? (Expand – provided by what organisation, how much time devoted to it, what form did this take?)

C4. How well-equipped did you feel to take on the role of mentor on this Early Career Support Programme prior to the start of this year?

Expand – why or why not well-equipped? Equipped in what ways?

C5. What were you most looking forward to about taking on this role?

C6. What, if any, concerns did you have about the role?

Expand: do you still have those concerns at this stage? Any different concerns?

C7. How, if at all, is the school induction lead involved in your learning and development as a mentor on this programme?

PROMISE   (P1-13)

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

P1a. Before the start of term, what did you know about the Early Career Framework?

P1b. What is your current understanding of the Early Career Framework and how it might support NQTs?

Expand: Is there anything you would you like to know more about *at this stage* regarding the Early Career Framework and the Early Career Teacher Support programme?

P2. What, if any, professional learning and development needs do you think you have regarding your role as a mentor on the programme?

- Expand on mentor learning needs.

- How were these needs identified? Who was involved?

- How, if at all, are these needs being met by current development that is provided for you as a mentor?

P3. Please give an outline of the training you have received so far in your role as mentor.

Expand/prompt/ask for details – *these need to be discussed thoroughly and may inter-relate (e.g. training materials may be online – are they introduced in face to face training where it occurs):*

- Face to face training sessions
- Online training
- Training materials and guides
- Peer learning
- Individualised virtual feedback on coaching sessions [AI only]

P4. What aspects of the training have you most valued? Expand:

- Why did you value these aspects/this aspect?
- Why was the training effective? What did you learn?
- Who was involved? What activities?
- Can you give an example of how the training you valued has benefitted/is likely to benefit your NQT(s)?

P5. Are there any aspects of the training you have received that you do not see as being so valuable? Expand

- Why do you value this less?
- Can you describe any aspects of training that you would like to be changed?
- How can these kinds of changes bring increased value for you as a mentor of NQTs?

P6. Do you think there is anything missing from the training *at this stage* that you would value (bearing in mind this is term 1)? If so, how would that be of value to you as a mentor of NQTs on this programme?

P7. Please give an outline of the arrangements in this school/education setting for mentoring your mentee(s). Prompts:

- How often do you meet with your mentee(s)? How long are the meetings?
- When do you meet?
- Is this protected time for you?
- Where do you meet – (is this private)?
- Are other people involved apart from the mentee(s)?
- Is there any kind of tracking or recording of what happens in the mentor meetings?
    o   Who keeps that? What form does it take?
- How are lesson observations organised – what is the focus, if any, and how is discussion following the observation managed with your mentee?

P8. Can you clarify the differences, if any exist, between 'mentoring' and 'coaching' sessions for NQTs in the Early Career Support programme? (purpose, format, frequency, time)

P9. Can you describe what a 'coaching session' with your mentee looks like? Is there a usual format for what happens?

- Who /what sets the agenda for your coaching sessions? (Is there an agenda?)
- Does the format relate to the coaching guidelines provided by the mentor training you have received?
- If so, how far does it relate to those guidelines?
- If not, why is that?

P10. If there are other forms of 'mentoring' sessions with your mentee, can you describe what a session looks like? Is there a usual format for those sessions?

P11. What has been the main focus of your mentoring and coaching sessions so far? Expand:

- Addressing day to day issues and priorities that arise?
- Feedback on lesson observations?
- Themes from the Early Career Framework? How are these chosen?
- Introduction to school routines and processes?

- Can you give an example of a mentoring/coaching session that you believe has been helpful for your mentee? How did it help meet their needs?

- Do you think that any aspects of the sessions are less helpful for the mentee? If so, what are they? Can you give an example? If so, why are these aspects less helpful?

P12. What are your views on the instructional coaching model that is being introduced as part of the programme?

Prompts:

- How does it work in this school?

- Do you have a view of its effectiveness at this stage?
- How does it compare with what was happening previously in the school in mentor conversations with NQTs (if you have knowledge of this)?

P13. In your view, how well does the Early Career Teacher support programme meet the needs of your NQT(s) at this stage (term 1)?

FEASIBILITY   (F1 – 9)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F1. In your view, how is your NQT responding to the expectations to engage with the Early Career Framework at this stage (term 1)? Prompts:

- How is the NQT managing the demands?
  Expand: finding time? appropriate to their identified needs? meeting those needs?
- Can you draw on previous experience of mentoring NQTs to consider any benefits of the pilot programme?
- Can you draw on previous experience of mentoring NQTs to consider any drawbacks of the pilot programme?

F2. How much time do you spend on average per week/every two weeks on supporting your mentee. Prompts: consider

- meeting with your mentee
- preparing for mentor meetings to support your mentee to engage with the Early Career Framework
- engaging with online material related to supporting your NQT
- observing lessons and providing post-observation mentoring/coaching conversations
- liaising with the school induction lead
- liaising with other staff who also support the mentee?

F3. How much time in total do you spend on average per week/every two weeks engaging with professional development (engaging online, working with training materials, preparing video material of your coaching conversations [AI only] to support your mentoring, virtual peer learning [AI only], having peer coaching/peer mentoring conversations. Please talk me through this.

F4. How do you find the time to engage with the professional development that is provided for you? Expand – protected time in school? Evenings? After school? Weekends? Half-term break?

F5. Tell me about how the online support for you is organised – what exactly happens, from your perspective?

- How does the online activity match your needs and priorities for professional development as a mentor (if it does)? Can you give an example to explain?

- How does the online material match your needs and priorities for professional development as a mentor (if it does)? Can you give an example to explain?
- How easy do you find it to engage with the online learning environment? What helps or hinders you to be able to do that? Prompts: navigability, user-friendliness of interface, accessibility of materials, self-directed time, flexibility /asynchronous design
- What, if anything, would you change at this stage about the online support being provided for you as a mentor?

F6. How are communications managed to provide you with professional development as a mentor (e.g. contacts with AI/CCT, school induction lead, online engagement)?

F7. Are there any ways you are aware of that your school leaders support you as a mentor?

F8. Does the wider school/setting environment support the development of your NQT in ways that you can identify? (e.g. relevant staff professional development sessions, shared lesson planning, reduced demands on NQTs in things like data management/extra-curricular activities, opportunities to observe experienced colleagues, visits to other schools).

- If so, are these things carrying on as before? How do they relate to the pilot programme? - Are they additional? Have they been amended in any ways to make room for pilot programme engagement by NQTs?
- Has anything been dropped to make way for the new support activities?
- Has additional time been provided for NQT and mentor? Please give details of how this has been arranged.

F9. If you have previously provided mentor support through a school-based programme for NQTs in this school/education setting, how does the pilot programme compare so far in:

a. Supporting NQTs' needs
b. Supporting your practice as a mentor
c. Demands on NQTs' time
d. Demands on your time as a mentor.

SCALABILITY (S1 - 11)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

S1 – S8: These questions explore the 'perceived importance of the programme elements' in mentors' accounts of how they have been able to support NQTs. Explore responses to each question S1-S8

e.g. S4. 'So, you say you've been able to help your NQT in developing their lesson planning to set higher expectations…is there anything in the mentor training you have received that has enabled you to do that?.....Would you say that has been more effective than your previous approach to supporting mentees with lesson planning ….? [If so] Can you describe what aspects of the mentor training programme helped you here…can you give an example….? Was it the content provided in online video material, or was it because you received feedback from a coaching expert [AI only] or was it by following the coaching guidance material… (similar prompts for each question)

S1. How, if at all, have you been able to support your NQT in dealing with pressures/concerns?

S2. How, if at all, have you been able to support your NQT in dealing with workload?

S3. How, if at all, have you been able to support your NQT in dealing with behaviour management?

S4. How, if at all, have you been able to support your NQT with developing planning (lessons, schemes of work)?

S5. How, if at all, have you been able to support your NQT with developing their teaching?

S6. How, if at all, have you been able to support your NQT in developing subject/phase and curriculum knowledge?

S7. How, if at all, have you been able to support your NQT in developing approaches to assessment?

S8. How would the school provide mentoring if you needed to take two or more weeks of sick leave in any term?

S9. What are your current thoughts about staying in your role as a mentor for a two-year period and beyond? Could anything change your views on that?

S10. What are your current thoughts about staying in the teaching profession? Could anything change in your role as a mentor that would affect your views on that?

S11. Is there anything else you would like to say that has not been covered in the interview about your experience as a mentor on the programme so far?

In Mentor interviews, answers to these RQs are also derived from responses to P and F questions.

Appendix P4 Protocol: Interview of Induction Lead in November 2019

Early career support – Pilot Evaluation

Case study school interview schedule – November 2019

<u>School Induction Lead</u>

PREAMBLE

(Consent form has been provided in advance - check form is signed, the room is private).

Thank you for agreeing to be interviewed as part of this project. The interview invites you to talk about your experience so far as a school induction lead on the pilot Early Career Teacher support programme. Please answer as fully and as frankly as you can.

The interview should last for 45-60 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of the month, when we write up our initial report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT

C1. How did you come to be an induction lead on the Early Career Support programme for NQTs this year?

Probe: did you volunteer for the role/is it part of your wider responsibilities?

C2. Do you have wider responsibilities for staff professional learning and development? If so, what is involved?

C3. Can you tell me the main features of the school induction lead role as you understand them at this stage?

C4. Can you _briefly_ tell me any experience you have of being the school induction lead for NQTs prior to this year?

C5. How well-equipped did you feel to take on the role of induction lead on this Early Career Support Programme prior to the start of this year?

      Expand – why or why not well-equipped? Equipped in what ways?

C6. What were you most looking forward to about taking on this role?

C7. What, if any, concerns did you have about the role?

Expand: do you still have those concerns at this stage? Any different concerns?

PROMISE   **(P1-9)**

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise

RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

P1a. Before the start of term, what did you know about the Early Career Framework?

P1b. What is your current understanding of the Early Career Framework?

Expand: Is there anything you would you like to know more about *at this stage* regarding the Early Career Framework and the Early Career Teacher Support programme?

P2. What, if any, professional learning and development needs do you think you have regarding your role as an induction lead on the programme?

- Expand on professional learning needs.

- How were these needs identified? Who was involved?

- How, if at all, are these needs being met by current development that is provided for you as an induction lead?

P3. Please give an outline of the training you have received so far in your role.

Expand/prompt/ask for details – *these need to be discussed thoroughly and may inter-relate (e.g. training materials may be online – are they introduced in face to face training where it occurs):*

- Face to face training sessions
- Online training
- Training materials and guides

P4. What aspects of the training have you most valued?

Expand:

- Why did you value these aspects/this aspect?
- Why was the training effective? What did you learn?
- Who was involved? What activities?
- Can you give an example of how the training you valued has enhanced/is likely to enhance the experience of induction for NQTs in your school/setting?

P5. Are there any aspects of the training you have received that you do not see as being so valuable?

Expand – why do you value this less? Can you describe any aspects of training that you would like to be changed? How can these kinds of changes bring increased value for you as an induction lead?

P6. Do you think there is anything missing from the training *at this stage* that you would value (bearing in mind this is term 1)? If so, how would that be of value to you?

P7. Can you describe how mentors were selected in this school/setting?

- What criteria (official or unofficial) were used to identify mentors?

- What, if any development needs were identified for the mentors? How were these identified – by whom?
- Do you think the training for mentors has met their needs at this stage?
- Expand: How do you know? Can you tell me what you know about the professional development they have received and how effective it has been.

P8. What are your views on the instructional coaching model that is being introduced as part of the programme?

Prompts:

- How does it work in this school/setting?
- Do you have a view of its effectiveness at this stage?
- How does it compare with what was happening previously in the school/setting in mentor conversations with NQTs (if you have knowledge of this)?

P9. In your view, how well does the Early Career Teacher support programme meet the needs of your NQT(s) at this stage (term 1)?

Expand: what *elements of the programme* are meeting NQTs' needs/not meeting their needs? Please give examples from the programme elements to explain responses, (e.g. online material, sense-making sessions), ask for clarification about whether the programme elements are meeting needs as opposed to other factors that may be meeting NQTs' needs e.g. very supportive Head of Department with strong departmental collegiality and shared teaching plans and resources, or NQT was an employee as a student teacher in same school so well-established knowledge of school routines.

FEASIBILITY   (F1 – x)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F1. How much time do you spend on average per week/every two weeks on supporting your mentor(s)?

Expand: What activities occupy that time?

- If you have previous experience as an induction lead, how does this amount of time compare with the support you have given mentors in previous years?

[AI only] F2. Have you attended the virtual 'coaching on coaching sessions' with mentors?

Expand: How many sessions? If not all/any, why have you not been able to do that?

F3. How much time in total do you spend on average per week/every two weeks engaging with information provided and your your own professional development (engaging online, working with training materials) to support mentors in this school. Please talk me through this.

F4. How do you find the time to engage with the information and professional development that is provided for you? Expand – protected time in school? Evenings? After school? Weekends? Half-term break?

[AI only] F5. Tell me about the half-day face to face conference that was provided for induction leads at the start of the programme.

[CC only] F6. Tell me about the preparatory online module that was made available for induction leads/school leaders prior to the start of the programme.

F7. Tell me about how the online support for you is organised – what exactly happens, from your perspective?

- How easy do you find it to engage with the online environment? What helps or hinders you to be able to do that? Prompts: navigability, user-friendliness of interface, accessibility of materials, self-directed time, flexibility /asynchronous design
- What, if anything, would you change at this stage about the online support being provided?

F8. How are communications with you as induction lead managed by AI/CCT? How effective are they?

F9. Are there any ways that you directly support the mentee(s) in this school/setting as an induction lead?

Expand: what does that involve? How much time?

F10. Does the wider school/setting environment support the development of your NQT in ways that you can identify? (e.g. relevant staff professional development sessions, shared lesson planning, reduced demands on NQTs in things like data management/extra-curricular activities, opportunities to observe experienced colleagues, visits to other schools/settings).

- If so, are these things carrying on as before? How do they relate to the pilot programme? - Are they additional? Have they been amended in any ways to make room for pilot programme engagement by NQTs?
- Has anything been dropped to make way for the new support activities?
- Has additional time been provided for NQT and mentor? Please give details of how this has been arranged.

F11. If you have previously been an induction lead for NQTs in this school/education setting, how does the pilot programme compare so far in:

e. Supporting NQTs' needs
f. Supporting mentoring
g. Demands on NQTs' time
h. Demands on mentors' time
i. Demands on your time as induction lead.

F12. Can the school/setting provide the time that is needed for NQTs to engage with what is expected of the Early Career Teacher support programme?

Expand – how is the time found? If it is a struggle to find time, what would need to change?

F13. Can the school/setting provide the time that is needed for mentors to carry out what is expected of the Early Career Teacher support programme?

Expand – how is the time found? If it is a struggle to find time, what would need to change?

SCALABILITY (S1 – 12)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

S1 – S8: These questions explore the 'perceived importance of the programme elements' according to induction leaders accounts'. Explore responses to each question S1-S8

e.g. S4. 'So, you say NQTs are supported in developing their lesson planning by co-planning with the mentor …are you aware of anything in the Early Career Teacher support programme that has enabled or enhanced that?.....Would you say that this has been more effective than the previous support given to mentees with lesson planning ….? [If so] Can you describe what aspects of the Early Career Teacher support programme have helped with this…can you give an example….? **What exactly is it about the programme that is changing the way the NQT is supported to do that?** *How do you know that?* (similar prompts for each question)

S1. How are NQTs supported in dealing with pressures/concerns?

S2. How are NQTs supported in dealing with workload?

S3. How are NQTs supported in dealing with behaviour management?

S4. How are NQTs supported with developing planning (lessons, schemes of work)?

S5. How are NQTs supported with developing their teaching?

S6. How are NQTs supported in developing subject/phase and curriculum knowledge?

S7. How are NQTs supported in developing approaches to assessment?

S8. How would the school/setting provide mentoring if a mentor needed to take two or more weeks of sick leave in any term?

S9. Do you see the Early Career Support programme having any wider benefits for the school/setting?

S10. [CCT only] Have you been able to apply anything from the pilot programme to support professional learning more widely in the school?

Prompts:

- Has the material that is made available for leaders been discussed by the leadership team in this school/setting?
- Are leaders aware of the idea that the material /approaches might be more widely applied beyond NQTs?
- Are there any plans at the moment to explore this possibility?
- If it has been more widely applied, what happened and how valuable was that? In what ways, specifically?

S11. What have been the obstacles, if any, to working with the Early Career Support programme and how have you tried to overcome overcome them? With what success?

Expand: what aspects exactly? Can you be specific about the nature of the obstacle and whether this has changed/what continues to be an issue/what has been resolved?

S12. Is there anything else you would like to say that has not been covered in the interview about your experience as an induction lead on the programme so far?

In induction lead interviews, answers to these RQs are also derived from responses to P and F questions.

Appendix P5 Protocol: Interview of NQT in May 2020

Early career support – Pilot Evaluation

Case study school 2

Online/Telephone interview schedule – May 2020

<u>Mentee – second interview</u>

FAMILIARISE WITH THE TRANSCRIPT OF INTERVIEW 1. This is not checking the existing data and respondents should not be asked to confirm/correct this data. Familiarity from the previous interview is for the interviewer to become oriented to stage 2 of the case studies. Interviewers will be aware of any issues that were previously expressed e.g. arrangements for mentoring, views of support, frustrations, perceived benefits etc. Where anomalies or contradictions emerge between interview 1 and interview 2, these should be treated as relevant in themselves and inconsistencies should not be followed up beyond clarifying factual details.

TIME MANAGEMENT - after 30 mins, go the questions on scalability to ensure full exploration of the S questions.

ETHICAL AWARENESS – refer to Ethical Awareness notes for COVID-19 context.

PREAMBLE

(Consent form has been provided in advance – form should have been returned by email. **If it has not been returned, the mentee can sign it and send photograph of the signed form to interviewer before proceeding**).

Thank you for agreeing to be interviewed again as part of this project. This time we are asking you to talk about your experience of the early career support that you have received since you were interviewed last November until February half-term. We will also ask you to reflect on the year from September to February half-term. Please answer as fully and as frankly as you can.

The interview should last for 30-40 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of June, when we write up our draft report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT – VERIFICATION OF DETAILS AND ANY CHANGES SINCE INTERVEW 1

C2.1. Can you please confirm that you are still teaching the same phase / subject specialism as when we last interviewed you?

- Explore the details and reasons for any changes.

C2.2. Please tell me any planned changes in your employment circumstances (moving to a new school/ confirmation of contract for next year/ resignation from post)

-   What are your expectations of continuing your current role in the same school next year? Verify if change is planned (e.g. moving to a new school/taking a new role).
    Explore the reasons for any changes /planned changes in employment circumstances.

C2.3   Please tell me any changes in who is responsible for being your mentor and Induction Lead and why those changes have taken place.

C2.4.   In view of the school closures brought about by the national emergency related to COVID-19, can you tell me about any ways in which you have experienced the early career support pilot since that happened? E.g. experience with your mentor, Induction Lead, online resources and 'sense-making clinics' (Ambition Institute B only).

C2.5   Before school closures, did the national emergency impact on provision for you as a NQT?

-   If there were changes during the period prior to school closures, what were the priorities – what continued, was anything stopped, reduced or added to your support?

    Elaborate with details:
-   Were there any specific changes to the early career support pilot brought about by the national crisis?
-   Were there any specific changes to the wider support for you within the school and beyond where applicable (e.g. local authority/school network).
-   Is there anything you'd like to say about the support for you as an NQT at that time (before school closures)?

PROMISE   (P2.1 - 2.9)

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

THESE QUESTIONS REFER TO YOUR EXPERIENCES BETWEEN THE LAST INTERVIEW IN NOVEMBER 2019 AND SPRING HALF-TERM, FEBRUARY 2020 – I.E. BEFORE SCHOOL CLOSURES

P2.1.

You talked last time about the support that was available for you as an NQT. Please give an outline of what that support looked like between our last interview in November and February half-term.

-   How often did you meet with your mentor?
-   When and where did you meet?
-   Was this in protected time?
-   What kind of tracking /recording was there of the mentoring/coaching sessions?
-   How were lesson observations (AI 'drop ins') organised? How was the focus, if any, decided?

Did anything change since our last interview and February half-term in these arrangements for mentoring/coaching you as a NQT?

P2.2. Can you briefly outline what a session with your mentor looked like during this period.

- How was discussion managed with your mentor – who set the meeting agenda/how was it set (if there was one)?
- How were observations in lessons followed up in these mentoring sessions?
- How much did you talk about things that you considered to be priorities in these sessions?
- Please give an example of something that was a priority for you and how it was treated in the mentoring session.

- Did you continue with the same pattern for the sessions with your mentor during this period? Explain any changes to the ways the sessions were carried out before November.

P2.3. What was the focus of mentoring /coaching sessions between November and February half-term? Expand:

- How did the focus change or compare with the previous sessions?
- Did you move to a different theme from the Early Career Framework and if so, how was that decided?
- Did mentor sessions continue to draw on the observations/'drop ins' in the same way?
- Can you give an example of a mentoring/coaching discussion that was especially helpful for you during this time? How did it help meet your needs?
- Were any aspects of the mentoring/coaching discussions less helpful during this period? What were they? Why were these aspects less helpful?

P2.4. Has the mentoring on the pilot support programme improved in any ways you can describe in that period?

Prompts: any changes to the quality of the dialogue; direct impacts on practice; the relevance of the focus of mentoring conversations.

P2.5. Did any of the mentoring became less effective in supporting you as an NQT during this time? Expand. All responses to be explored – within the pilot support programme and also in the wider mentoring provided by the school/local networks.

P2.6. Did the role of the school induction lead in your development change during this time?

AMBITION INSTITUTE ROUTE B ONLY

P2.7. How did the 'sense-making clinics' work for you during this period – did anything change/was anything different from before? Can you say anything about how they met your needs as a NQT? Can you give an example?

CHARTERED COLLEGE AND AMBITION INSTITUTE ROUTE B ONLY

P2.8. Tell me about how the online support for you worked during this period.

- **CCT ONLY**: Did anything change in the way you engaged with the online learning environment?

- Did the online material match your needs and priorities for support? Can you give an example to explain?
- What, if anything, would you change looking back at the online support provided for you as an early career teacher between November and February half-term?

P2.9 If teachers received a further 5% guaranteed time off timetable for developing practice in their second year of teaching, what would you think about being offered a second year of the pilot programme? *(NB. Teachers in their second year will only be entitled to this from 2021).*

FEASIBILITY   (F2.1 – 2.4)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F2.1. Between November and February half-term, was there any change in the amount of time you spent on average each week on the following early career support activities:

- meeting with your mentor
- meeting with your induction lead
- meeting with others who also support you (who are they?)
- engaging online with professional development materials
- engaging with professional development materials prepared by your mentor
- completing any other professional development activities (what are they)?

Please talk me through the reasons for any changes in the amounts of time spent in these ways.

F2.2. Looking back since September, what early career support activities do you value the most? Why is that?

F2.3. Looking back since September, are there any activities in the pilot programme that do not seem to be a good use of your time as an NQT? Expand.

F2.4. Between November and February half-term, were there any changes in the demands made on you as a member of school staff (e.g. teaching workload, data management, extra-curricular activities, form tutoring (secondary), curriculum leadership, meetings attendance, evening activities). Why was that? Expand.

SCALABILITY (S2.1 – 2.9)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements

| RQ3. What are the barriers at taking the pilot to scale? | Scalability of programme elements |
| | System capacity |

Between September – February half-term:

S2.1. What, if anything, supported you in dealing with pressures/concerns as an NQT?

S2.2. What, if anything, supported you in dealing with workload?

S2.3. What, if anything, supported you in dealing with behaviour management?

S2.4 What, if anything, supported you in developing your planning (lessons, schemes of work)?

S2.5. What, if anything, supported you in developing your teaching?

S2.6. What, if anything, supported you in developing subject/phase and curriculum knowledge?

S2.7. What, if anything, supported you in developing your approaches to assessment?

S2.8. Is there anything in the pilot support programme that would make you want more or less to stay in the profession for the next two years?

S2.9. Is there anything else you would like to say that has not been covered in the interview about the support for you as an Early Career Teacher?

- Is there anything that you feel should be changed to optimise support for Early Career Teachers?

- Should anything be dropped from the support currently on offer?

- Should anything further be included?

In Mentee interviews, further analysis of scalability/readiness for trial is derived from P and F questions.

Appendix P6 Protocol: Interview of mentor in May 2020

Early career support – Pilot Evaluation

Case study school 2

Online/telephone interview schedule – May 2020

<u>Mentor – second interview</u>

FAMILIARISE WITH THE TRANSCRIPT OF INTERVIEW 1. This is not checking the existing data and respondents should not be asked to confirm/correct this data. Familiarity from the previous interview is for the interviewer to become oriented to stage 2 of the case studies. Interviewers will be aware of any issues that were previously expressed e.g. arrangements for mentoring, views of support, frustrations, perceived benefits etc. Where anomalies or contradictions emerge between interview 1 and interview 2, these should be treated as relevant in themselves and inconsistencies should not be followed up beyond clarifying factual details.

TIME MANAGEMENT - after 30 mins, go the questions on scalability to ensure full exploration of the S questions.

ETHICAL AWARENESS – refer to Ethical Awareness notes for COVID-19 context.

PREAMBLE

(Consent form has been provided in advance – form should have been returned by email. **If it has not been returned, the mentor can sign it and send photograph of the signed form to interviewer before proceeding**).

Thank you for agreeing to be interviewed again as part of this project. This time we are asking you to talk about your experience as a mentor on the pilot Early Career Teacher support programme between last November and February half-term. We will also ask you to reflect on the year from September to February half-term. Please answer as fully and as frankly as you can.

The interview should last for 30-40 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of June, when we write up our draft report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT – VERIFICATION OF DETAILS AND ANY CHANGES SINCE INTERVEW 1

C2.1. Please confirm that you have continued as mentor for the same NQT as discussed in the interview in November, and tell us if any changes were made to this relationship prior to February half-term (e.g. any new distribution of mentoring responsibilities).

C2.2. In view of the school closures brought about by the national emergency related to COVID-19, we will be focusing the interview on the period before February half-term. Before we do that, can you tell me about what has happened to the early career support programme for your mentee during the period of school closure? E.g.

- Interaction between mentor and mentee?
- Use of online materials?
- Online peer-learning among mentors?
- Anything else that has supported the mentee during school closure?

C2.3. What are the current plans for mentoring of the NQT for the remainder of this school year?

- What will happen in relation to the pilot support programme?
- What will happen more widely beyond that?

C2.4 Before school closures, did the national emergency impact on your mentoring of the NQT?

- If there were changes during the period prior to school closures, what were the priorities – what continued, was anything stopped, reduced or added to the support?

  Elaborate with details:
- Were there any specific changes to the early career support pilot brought about by the national crisis?
- Were there any specific changes to the wider support for your NQT within the school and beyond where applicable (e.g. local authority/school network).

PROMISE   (P2.1 – 2.7)

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

P2.1. Has your understanding of the Early Career Framework changed since we spoke in November, if at all? If so, what has changed?

Expand: Is there anything you feel is still not clear about the Early Career Framework and the Early Career Teacher Support programme?

P2.2. Did you receive any further professional learning related to the pilot between our last interview and February Half-term?   If so, please describe that and how far it met your own professional learning needs related to your role in the pilot.

P 2.3 Did you modify any of the mentoring arrangements between November and February half-term? If so, please explain why and what happened.

- What were and the effects of those changes?

AMBITION INSTITUTE ROUTE B ONLY – P2.4

P2.4. Tell me about your experience of 'coaching on coaching' sessions.

- What kind of support did you receive via 'coaching on coaching' – please describe the sessions you had, what they involved and how useful they were to you.

- How much time did the sessions take, how did you find the time for this additional activity, and was it a good use of your time as a mentor, in your opinion?

- What difference did this activity make to your mentoring of the mentee?

P2.5. What was the focus of mentoring /coaching sessions between November and February half-term? Expand:

- How did the focus change or compare with the previous sessions?
- Did you move to a different theme from the Early Career Framework and if so, how was that decided?
- Did mentor sessions continue to draw on the observations/'drop ins' in the same way or did anything change in the way you worked with observations/'drop ins'?

P2.6. What are your views at this stage on the instructional coaching model that was introduced as part of the programme?

- Has your view changed since November? If so, in what ways and why do you think your views have changed?

P2.7. In your view, how well was the Early Career Teacher support programme meeting the needs of your NQT(s) by the half-way stage for year 1, in February half term? Please explain your views.

FEASIBILITY   (F2.1 – 2.4)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F2.1. In your view, how did your NQT respond overall to the expectations to engage with the Early Career Framework by half way through the year (February half-term)? Prompts:

- How did the NQT manage the demands?
  Expand: How did they find time as the year progressed? Were there any changes? Were the activities appropriate to support their identified needs?
- Can you draw on previous experience of mentoring NQTs to consider any benefits of the pilot programme?
- Can you draw on previous experience of mentoring NQTs to consider any drawbacks of the pilot programme?

F2.2. Did you change the amount of time you spent on average per week/every two weeks on supporting your mentee? Explain any changes since the interview in November. Prompts: consider

- meeting with your mentee
- preparing for mentor meetings to support your mentee to engage with the Early Career Framework
- engaging with online material related to supporting your NQT
- observing lessons and providing post-observation mentoring/coaching conversations
- liaising with the school induction lead
- liaising with other staff who also support the mentee.

F2.3. Tell me about any changes in your engagement with the online support for you between November and February half-term. Consider:

- How the online activity matched your needs and priorities for professional development as a mentor?
- How the online material matched your needs and priorities for professional development as a mentor?
- How easy you found it to engage with the online learning environment?
- What, if anything, would you change about the online support provided for you as a mentor?

F2.4 If you previously provided mentor support through a school-based programme for NQTs in your school/education setting, how do you now think the pilot programme compares in:

j. Supporting NQTs' needs
k. Supporting your practice as a mentor
l. Demands on NQTs' time
m. Demands on your time as a mentor.

SCALABILITY (S2.1 – 2.13)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

S2.1 – S2.12: These questions explore the 'perceived importance of the programme elements' in mentors' accounts of how they have been able to support NQTs. Explore responses to each question S2.1-S2.12

e.g. S2.4. 'So, you say you've been able to help your NQT in developing their lesson planning to set higher expectations…is there anything in the mentor training you have received that has enabled you to do that?.....Would you say that has been more effective than your previous approach to supporting mentees with lesson planning ….? [If so] Can you describe what aspects of the mentor training programme helped you here…can you give an example….? Was it the content provided in online video material, or was it because you received feedback from a coaching expert [AI only] or was it by following the coaching guidance material…

Between September – February half-term:

S2.1. How, if at all, have you been able to support your NQT in dealing with pressures/concerns?

S2.2. How, if at all, have you been able to support your NQT in dealing with workload?

S2.3. How, if at all, have you been able to support your NQT in dealing with behaviour management?

S2.4. How, if at all, have you been able to support your NQT with developing planning (lessons, schemes of work)?

S2.5. How, if at all, have you been able to support your NQT with developing their teaching?

S2.6. How, if at all, have you been able to support your NQT in developing subject/phase and curriculum knowledge?

S2.7. How, if at all, have you been able to support your NQT in developing approaches to assessment?

S2.8. Did any early obstacles continue to persist in working with the Early Career Support programme to the mid-year point – if so, how did you try to overcome them? With what success?

Expand: what were they exactly? Can you be specific about the nature of the obstacle and how it was addressed or why it continued to be an issue?

S2.9 Did any new obstacles emerge since our interview in November?

Expand: Can you be specific about the nature of the new obstacle and how it was resolved or why not resolved?

If *any* obstacles were not resolved, can you say how they could be if the pilot were to run again?

S2.10. Is there anything else you would like to say that has not been covered in the interview about the pilot support programme for Early Career Teachers?

- Is there anything that you feel should be changed to optimise support for Early Career Teachers?

- Should anything be dropped from the support currently on offer?

- Should anything further be included?

S2.11. If the pilot was continuing, would you want to continue to mentor your NQT next year? Why/why not?

S2.12. If the pilot was continuing, would you want to mentor a new NQT next year in addition to continuing with the one you have now?   Why/why not?

S2.13. Is there anything else you would like to say that has not been covered in the interview about your experience as a mentor on the programme?

In Mentor interviews, answers to these RQs are also derived from responses to P and F questions.

Appendix P7 Protocol: Interview of Induction Lead in May 2020

Early career support – Pilot Evaluation

Case study school 2

Online/telephone interview schedule – May 2020

School Induction Lead – second interview

FAMILIARISE WITH THE TRANSCRIPT OF INTERVIEW 1. This is not checking the existing data and respondents should not be asked to confirm/correct this data. Familiarity from the previous interview is for the interviewer to become oriented to stage 2 of the case studies. Interviewers will be aware of any issues that were previously expressed e.g. arrangements for mentoring, views of support, frustrations, perceived benefits etc. Where anomalies or contradictions emerge between interview 1 and interview 2, these should be treated as relevant in themselves and inconsistencies should not be followed up beyond clarifying factual details.

TIME MANAGEMENT - after 30 mins, go the questions on scalability to ensure full exploration of the S questions.

ETHICAL AWARENESS – refer to Ethical Awareness notes for COVID-19 context.

PREAMBLE

(Consent form has been provided in advance – form should have been returned by email. **If it has not been returned, the induction lead can sign it and send photograph of the signed form to interviewer before proceeding**).

Thank you for agreeing to be interviewed again as part of this project. This time we are asking you to talk about your experience as a school induction lead on the pilot Early Career Teacher support programme between last November and February half-term. We will also ask you to reflect on the year from September to February half-term. Please answer as fully and as frankly as you can.

The interview should last for 30-40 minutes and is being audio-recorded. You don't have to answer any questions you do not wish to, and can stop the interview at any time. The transcript will be fully pseudonymized and you can ask for us to delete your data up until the end of June, when we write up our draft report. Are you happy for us to start?

INTERVIEW QUESTIONS

CONTEXT – VERIFICATION OF DETAILS AND ANY CHANGES SINCE INTERVIEW 1

C2.1. Please confirm that you have continued as induction lead for the early career support pilot as discussed in the interview in November, and tell us if any changes were made to this role prior to February half-term (e.g. any new allocation of induction lead responsibilities).

C2.2. In view of the school closures brought about by the national emergency related to COVID-19, we will be focusing the interview on the period before February half-term. Before we do that, can you tell me about what has happened to the early career support programme for your NQTs during the period of school closure?

C2.3. What are the current plans for supporting NQTs for the remainder of this school year?

- What will happen in relation to the pilot support programme?
- What will happen more widely beyond that?

C2.4   Before school closures, did the national emergency impact on the support for NQTs in the school?

- If there were changes during the period prior to school closures, what were the priorities – what continued, was anything stopped, reduced or added to the support?

    Elaborate with details:
- Were there any specific changes to the early career support pilot brought about by the national crisis?
- Were there any specific changes to the wider support for your NQT within the school and beyond where applicable (e.g. local authority/school network).

PROMISE   (P2.1 – 2.6)

Promise - Research questions	Indicator
RQ3. How do mentors/mentees/leaders rate the promise of the pilot?	Rating of promise
RQ4. Is the mentoring/coaching model adopted with fidelity?	Uptake of mentor/ coaching model

P2.1. Has your understanding of the Early Career Framework changed since we spoke in November, if at all? If so, what has changed?

Expand: Is there anything you feel is still not clear about the Early Career Framework and the Early Career Teacher Support programme?

P2.2. Did you receive any further professional learning related to the pilot between our last interview and February Half-term?   If so, please describe that and how far it met your own professional learning needs related to your role as induction lead in the pilot.

P 2.3. Did you modify any of the arrangements for supporting NQTs between November and February half-term? If so, please explain why and what happened.

- What were and the effects of those changes?

AMBITION INSTITUTE ROUTE B ONLY – P2.4

P2.4. Tell me about any knowledge you now have about the provision of 'coaching on coaching' for mentors and whether this is seen as a valued aspect of the programme.

P2.5. What are your views at this stage on the instructional coaching model that was introduced as part of the programme?

- Has your view changed since November? If so, in what ways and why do you think your views have changed?

P2.6. In your view, how well was the Early Career Teacher support programme meeting the needs of your NQT(s) by the half-way stage for year 1, in February half term?

FEASIBILITY   (F2.1 – 2.8)

Feasibility – Research questions	Indicator
RQ1. Is the intervention feasible in relation to workload?	Perceived cost-benefit
RQ2. Can the elements of each intervention be accessed by participants in an equitable way?	Engagement with intervention
RQ3. Does it fit school systems and priorities?	
RQ4. What are the affordances and barriers of the pilot?	

F2.1. How manageable have you found the requirements of being an induction lead on the pilot programme in addition to the other duties you would normally carry out to support NQTs in your school? Expand – how have you managed this?

F2.2. Tell me about the effectiveness of online support for mentors and mentees on the pilot programme up until February half-term.

- What, if anything, has changed since the interview in November?
- What, if anything, would you want to change about online support for mentors and mentees?

F2.3. Since November, how were communications with you as induction lead managed by AI/CCT? How effective was that?

F2.4. If you have previously been an induction lead for NQTs in this school/education setting, how did the pilot programme compare at the February half-term stage in:

n. Supporting NQTs' needs
o. Supporting mentoring
p. Demands on NQTs' time
q. Demands on mentors' time
r. Demands on your time as induction lead.

F2.5. As the programme continued into February, was there sufficient time available for NQTs to engage with what the programme expected of them? Please explain why/why not in relation to specific expectations.

Expand – how is the time found? If it was a struggle to find time, what would need to change?

F2.6. As the programme continued into February, was there sufficient time available for mentors to carry out what the programme expects of them? Please explain why/why not.

Expand – how was the time found? If it was a struggle to find time, what would need to change?

F2.7. How well does the pilot programme support the priorities of the school, if at all? Please give examples of how it supports school priorities.

F2.8. Are there any ways in which the programme is not a good fit with school priorities? Please give examples if this is the case.

SCALABILITY (S2.1 – 11)

Scalability / Readiness for Trial – Research questions	Indicator
RQ1. Does the logic model adequately describe causal mechanisms?	Perceived importance of programme elements
RQ3. What are the barriers at taking the pilot to scale?	Scalability of programme elements System capacity

S2.1 – 10. These questions explore the 'perceived importance of the programme elements' according to induction leaders' accounts. Explore responses to each question S2.1-S2.10

e.g. S2.4. 'So, you say NQTs are supported in developing their lesson planning by co-planning with the mentor …are you aware of anything in the Early Career Teacher support programme that has enabled or enhanced that?.....Would you say that this has been more effective than the previous support given to mentees with lesson planning ….? [If so] Can you describe what aspects of the Early Career Teacher support programme have helped with this…can you give an example….? **What exactly is it about the programme that is changing the way the NQT is supported to do that?** *How do you know that?*

Between September – February half-term:

S2.1. How were NQTs supported in dealing with pressures/concerns?

S2.2. How were NQTs supported in dealing with workload?

S2.3. How were NQTs supported in dealing with behaviour management?

S2.4. How were NQTs supported with developing planning (lessons, schemes of work)?

S2.5. How were NQTs supported with developing their teaching?

S2.6. How were NQTs supported in developing subject/phase and curriculum knowledge?

S2.7. How were NQTs supported in developing approaches to assessment?

S2.8. Since the interview last November, did you seen the Early Career Support programme bringing any wider benefits for your school up until February half-term?

Expand – wider impacts on mentoring, wider use of programme materials/resources, wider professional learning.

S2.9. Did any early obstacles continue to persist in working with the Early Career Support programme to the mid-year point – if so, how did you try to overcome them? With what success?

Expand: what were they exactly? Can you be specific about the nature of the obstacle and how it was addressed or why it continued to be an issue?

S2.10. Did any new obstacles emerged since our interview in November?

Expand: Can you be specific about the nature of the new obstacle and how it was resolved or why not resolved?

If *any* obstacles were not resolved, can you say how they could be if the pilot were to run again?

S2.11. Is there anything else you would like to say that has not been covered in the interview about your experience as an induction lead on the programme?

In induction lead interviews, answers to these RQs are also derived from responses to P and F questions.

Appendix C Cost Analysis tables

Table C1: Break down resources (ingredients) for Ambition Institute Programmes

Category		Item	Hours/cost	Notes	Av h p/week	Av h p/week	Total h over year
Personnel for preparation and delivery		*[Number] [Type] [Purpose], e.g. Two classroom teachers for delivery 2 hours per week*			**If weekly coaching**	**If fortnightly coaching**	
	NQT (ECT)	NQT time for coaching observations	0	No additional time - coach drops into normal lesson	0	0	0
	NQT	NQT time for coaching conversations	45 mins	Each week or fortnight	0.75	0.38	14.25-28.5
	NQT (B only)	Time for sense-making clinics, inc. prep and follow up	60 mins sessions	60 mins every 3 weeks. No prep/follow up necessary	0.28	0.28	11
	NQT (B only)	Time to review weekly online content	30 mins	Each week or fortnight	0.5	0.25	9.5-19
	Coach	Coach time for coaching observations	15 mins	Each week or fortnight	0.25	0.125	4.38-8.75
	Coach	Coach time for coaching conversations (1 per fortnight)	45 mins	Each week or fortnight	0.75	0.38	14.25-28.5
	Coach	Coach Peer-learning-groups	90 mins sessions	90 mins once per half term	0.24	0.24	9
	Coach	Coach self-directed study	15 mins	Each week or fortnight	0.25	0.125	4.38-8.75
	Coach	Coaching of mentors by expert coaches from Ambition	45 min sessions	2 x 45 minutes per year	N/A	N/A	1.5h
	Coach	Coach engagement with handbook	120 mins	Approx. 2h of induction content at beginning of programme	N/A	N/A	2
	Coach	Coach collaborations with Induction Lead	Not mandated - part of IL role in school				
	Induction Lead	Direct input into instructional coaching					
	Induction Lead	Use of data and monitoring mentor, ECT (per pair)	15 mins p/w	Each week or fortnight	0.25	0.125	4.38-8.75
	Induction Lead	Additional coaching of mentor in Term 3	75 mins	Observation of mentor coaching NQT + prep + Coaching on coaching session	N/A	N/A	1.25
Training and programme costs	Coach	Coach 2 day launch conference	2 full days	N/A	N/A	N/A	12h not including travel
	Induction Lead	IL 1/2 day conference	1/2 day	N/A	N/A	N/A	4h not including travel
Facilities, equipment	NQT	Computer access	No additional requirements				
	Coach	Meeting space for coaching					

and materials	Coach	Computer access	
	Induction Lead	Meeting space for coordinating coaches	
Other programme inputs		Video cameras / phones	

Table C2a: Total time devoted by personnel for training – Ambition Institute Programmes

		Year 1		
		Number of teachers	Mean number of hours (& dispersion)	Comments
Training	Induction Lead	40	4h + travel (1 day)	1/2 day induction only
	Mentor	118	12h + travel (2 days)	Induction + 6 x PLGs + 3 x CoC
	NQT	98	0	11 x SMCs
Teacher Cover	Induction Lead			
	Mentor			
	NQT			

The Peer Learning Groups and Coaching on Coaching for mentors have been included in preparation and delivery, framing mentor development as part of the programme. Likewise, Sense-Making-Clinics for NQTs are included under preparation and delivery.

Table C2b: Total time devoted by personnel for preparation and delivery (collected from Ambition institute)

		Number of teachers	Mean number of hours (& dispersion)	Comments
Preparation	Induction Lead	40	0 4.25-9.5h tracking/checking in with mentors dependent on whether weekly or fortnightly coaching 1.25h Coaching of mentor in Term 3	As part of an Induction Lea spending approximately this mentors and NQTs. On this time on highest-leverage ta fortnight for checking-in wit session
	Mentor	118	0 22.2-44.3h dependent on whether IC weekly or fortnightly	As part of mentors role they amount of time supporting l directed this time on Instruc
	NQT	98	23.8-47.5h dependent on whether IC weekly or fortnightly	As part of NQTs 10% reduc spending time on their deve we directed this time on ins study content.

Table C2c: Weekly _additional_ time devoted by personnel for preparation and delivery (collected from case study interview) for Ambition Institute Programmes

		Number of teachers	Mean number of hours (& s.dev.)
Preparation	Induction Lead	5	0.86 (1.18)
	Mentor	16	1.75 (0.80)
	NQT (Programme B)	15	0.30 (0.85)

Table C2d: Weekly time devoted by personnel for preparation and delivery for Ambition Institute Programmes

		Reported by developer (weekly coaching)	Reported by developer (fortnightly coaching)	Mean number of h interview (& varian
Preparation & delivery	Induction Lead	0.28	0.16	0.86 (1.18)
	Mentor	1.53	0.91	1.75 (0.80)
	NQT (Programme A)	0.75	0.3	N/A
	NQT (Programme B)	1.53	0.91	0.30 (0.85)

Table C3: Total Costs to developer for Ambition Institute Programmes

Staff costs		**Total**
	School recruitment	£ 27,690.00
	Development of the intervention	£ 141,888.00
	Delivery of training	£ 129,473.00
	Delivery of intervention to schools (Overheads)	£ 14,184.00
Non Staff costs		
	Office costs	£ 24,462.00
	Travel spend	£ 3,918.00
	Delivery materials	£ 3,920.00
	Other (Venues)	£ 9,250.00

		Other (Share of IT Budget)	£ 3,000.00
TOTAL SPEND			**£ 357,785.00**

Table C4: Break down resources (ingredients) for Chartered College of Teaching Programme

Category	Role	Item	Hours per week	Notes
Personnel for preparation and delivery		*[Number] [Type] [Purpose], e.g. Two classroom teachers for delivery 2 hours per week*		
	NQT (ECT)	Engaging with online materials (self-assessment, video/written overviews, video/written exemplars)	1	1 hr per week of engagement in online course for each NQT undertaking the programme
	NQT	Online group discussions	0	This is part of the 1hr for engaging in online materials above
	NQT	Mentor meetings	0.417	Meetings take place at least fortnightly - estimated 50 mins every 2 weeks
	NQT	Observations and feedback	0.2	30 mins twice per half term (assumed 5 wk half term)
	Mentor	Online group discussions	0.167	This is part of the 1hr for engaging in online materials above, but have allow an extra 10 mins per week for additional options provided
	Mentor	Online training mentoring and coaching concepts and practices	0	This is part of mentors engaging in the online materials
	Mentor	Mentor meetings	0.375	Meeting take pace at least fortnightly - estimated 45 mins every 2 weeks
	Mentor	Observations and feedback	0.2	30 mins twice per half term (assumed 5 week half term)
	Mentor	Other	0.125	Preparation for meetings with NQT, e.g. writing feedback or preparing materials

	Induction Lead / leader	Engaging with online materials (beyond module 1)	0.333	20 mins per week of leader content (Induction Leads may also engage in mentor online content)
	Induction Lead	Managing Mentors (as implied by pilot) e.g. using data	0.4	Assume a 1 hr meeting per half term and chasing engagement of 1 hr per half term (assumed 5 week half term)
	Induction Lead	Direct NQT contact (as implied by pilot)	0	Not a programme requirement
	Induction Lead	Ongoing contact with Chartered College of Teaching	0.07	Estimated 20 mins per half term
	Induction Lead	Other	0.1	30 mins per half term to allow participants to share learning more widely in school
Training and programme costs	NQT	Training: engaging effectively in professional learning.	0	Covered by weekly online learning
	NQT	ECT self-assessment	0	Covered by weekly online learning
	Mentor	Training: Building an effective professional culture		6 hrs in total in programme in preparatory module
	Induction Lead / leader	Training: Building an effective professional culture (at start only?)		6 hrs in total in programme in preparatory module
Facilities, equipment and materials	NQT	Computer access	No addition requirements	
	NQT	Meeting space for mentoring		
	Mentor	Computer access		
	Induction Lead	Computer access		
	Induction Lead	Meeting space for coordinating mentors and direct NQT contact		

Table C5a: Weekly additional time devoted by personnel for preparation and delivery (collected from case study interview) for Chartered College of Teaching Programme

		Number of teachers	Mean number of hours (& s. dev.)
Preparation	Induction Lead	5	1.40 (0.80)
	Mentor	8	1.41 (1.02)
	NQT (Programme B)	11	1.54 (1.37)

Table C5b: Weekly time devoted by personnel for preparation and delivery for Chartered College of Teaching Programme

		Reported by developer hrs	Mean number of additional hours reported in interview (& s. dev.)
Preparation & delivery	Induction Lead	0.90	1.40 (0.80)
	Mentor	0.87	1.41 (1.02)
	NQT	1.62	1.54 (1.37)

Table C6a: Costs of the implementation of the programme, per ingredient, for Chartered College of Teaching Programme

			Year 1		
		Start-up or recurring?	Mean quantity required	Price per unit required	Mean cost
Personnel	Developing website/platforms	Start-up	1	£ 25,000.00	£ 25,000.00
	Developing online study materials for mentors and NQTs	Start-up	1	£ 130,000.00	£ 130,000.00
	Supporting online study for mentors and leaders	Recurring	1	£ 10,000.00	£ 10,000.00
	Supporting online study for NQTs	Recurring	1	£ 20,000.00	£ 20,000.00
	Development of monitoring systems	Start-up	1	£ 3,000.00	£ 3,000.00
	External evaluation coordination	Start-up	1	£ 4,000.00	£ 4,000.00
	Monitoring and feedback of attendance, completion etc.	Recurring	1	£ 5,000.00	£ 5,000.00
	Management (CCT time/costs/salaries)	Recurring	1	£ 38,500.00	£ 38,500.00
	Administration, finance and ops	Recurring	1	£ 16,000.00	£ 16,000.00
	School recruitment, comms etc	Recurring	1	£ 8,800.00	£ 8,800.00
Personnel for training	Developing training: Building an effective professional culture	Start-up	1	£ 15,000.00	£ 15,000.00
	Delivering training: Building an effective professional culture	Recurring	1	£ 5,000.00	£ 5,000.00
Training programme costs	Webinar licenses and ongoing platform development costs	Recurring	1	£ 7,000.00	£ 7,000.00
	Commissioned content, video production etc for online study	Start-up	1	£ 90,000.00	£ 90,000.00
	Commissioned content, video production etc for training - building an effective professional culture	Start-up	1	£ 7,000.00	£ 7,000.00
Facilities, equipment and materials	Books, subscriptions, materials and equipment	Recurring	200	£ 37.50	£ 7,500.00
	Platform development	Start-up	1	£ 20,800.00	£ 20,800.00
Other programme inputs	School incentive payments	Recurring	34	£ 500.00	£ 17,000.00

Table C6b: Costs of the implementation of the programme, per ingredient (Main costing model)

		Start-up or recurring?	£ Year 1
Personnel	Developing website/platforms	Start-up	£ 25,000
	Developing online study materials for mentors and NQTs	Start-up	£ 130,000
	Supporting online study for mentors and leaders	Recurring	£ 10,000
	Supporting online study for NQTs	Recurring	£ 20,000
	Development of monitoring systems	Start-up	£ 3,000
	External evaluation coordination	Start-up	£ 4,000
	Monitoring and feedback of attendance, completion etc.	Recurring	£ 5,000
	Management (CCT time/costs/salaries)	Recurring	£ 38,500
	Administration, finance and ops	Recurring	£ 16,000
	School recruitment, comms etc	Recurring	£ 8,800
Personnel for training	Developing training: Building an effective professional culture	Start-up	£ 15,000
	Delivering training: Building an effective professional culture	Recurring	£ 5,000
Training programme costs	Webinar licenses and ongoing platform development costs	Recurring	£ 7,000
	Commissioned content, video production etc for online study	Start-up	£ 90,000
	Commissioned content, video production etc for training - building an effective professional culture	Start-up	£ 7,000
Facilities, equipment and materials	Books, subscriptions, materials and equipment	Recurring	£ 7,500
	Platform development	Start-up	£ 20,800
Other programme inputs	School incentive payments	Start-up	£ 17,000
Total start-up cost			£ 311,800
Total recurring cost			£ 117,800
Total cost			£ 429,600

This document is available for download at **https://educationendowmentfoundation.org.uk**

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