



Mentoring and coaching trainee and early career teachers: Current practice survey

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¹ The authors would like to acknowledge the contributions of the expert panel who helped draft the survey questions, and the comments of the reviewers listed in **Appendix 1**.

Foreword and context by the NIoT

Why is the NIoT doing this project?

The NIoT exists to support teachers and schools. We do this by conducting rigorous research to inform our own training programmes and then sharing it with the sector so that everyone can benefit.

Our first research project is on teacher mentoring, because it is a fundamental element of trainee and early career teacher (ECT) training and, when done well, can be a powerful means of developing and retaining effective teachers.

High-quality mentoring is a core element of the Early Career Framework (ECF) and ITT Core Content Framework. Yet schools are reporting serious capacity and funding issues. Many – particularly small schools – struggle to identify appropriate mentors, and to provide them with sufficient time and support (as we will see in this report). Within this context, there is a need for more guidance about where training providers and schools should focus their efforts.

Our aims for this project are:

1. To identify what is promising and where there are gaps in the evidence, in order to inform the commissioning of new research.
2. To develop a set of recommendations on effective practice for schools and providers involved in delivering the ECF and ITT Core Content Framework.²

How is the NIoT conducting this project?

We are taking a disciplined and collaborative approach, to ensure that it is relevant, rigorous and impactful. The project has four stages, overseen by an expert panel of practitioners, academics and providers, who represent a range of perspectives (see [Appendix 1](#) for a list of people involved). The four stages are:

1. **Conceptual review:** Published alongside this report, it identifies the key terms, definitions, concepts and approaches in the field and sets out a theoretical framework for how school-based mentoring can achieve a range of outcomes.
2. **Current practice research (this report):** Presents the results of a Teacher Tapp survey of teachers, in order to understand their experiences of mentoring and being mentored, with a focus on early career mentoring.
3. **Rapid evidence review:** With priorities informed by the first two stages, this will explore the quantitative evidence and associated implementation studies, to test how mentoring can be most effective in improving outcomes, including teacher practice, wellbeing and retention.

² Including ECF lead providers, ITT providers, teaching school hubs, and their partner schools.

4. **Develop recommendations:** In close consultation with the expert panel, and using an evidence-to-decision framework and findings from the first three stages, we will develop transparently a set of recommendations for providers and schools.

We will then exemplify these recommendations through our own programme delivery and share them with the sector. We also plan to conduct new primary research where there is a need for more evidence, and to use this to update our recommendations in the future.

How will the NIOT use this report?

- **To understand better how early career mentoring works in practice:** The conceptual review³—closely informed this survey, with questions designed to align with their theory of change (e.g. the activities and benefits of mentoring). This means that we can use the results of this survey to understand how aspects of their theory of mentoring are working in practice. For example, we can see whether proposed ‘active ingredients’ and outcomes are present in early career mentoring relationships.
- **To ensure the rapid evidence review is useful and relevant:** This report has informed the scope of the rapid evidence review;⁴ we have been able to check that it addresses some of the priorities and challenges highlighted by this survey. After consulting the expert panel, we prioritised a review of the quantitative evidence on those features of mentoring over which programme providers and schools can have the most influence (eg training, support and mentor selection), and their impact on teacher wellbeing, retention and practice, as well as on pupil attainment.
- **To develop recommendations:** It is vital that our recommendations respond to the needs of teachers. In consultation with the expert panel, the NIOT will take into account a broad set of evidence and contextual factors – including the findings of this survey – before developing its recommendations.

How can providers and teachers use this report?

As well as informing the later stages of the NIOT’s project, this is also an important piece of work in itself. It provides a snapshot of the experiences of mentors and early career mentees, at a time when most schools were completing their first year of the ECF. In particular:

- [Section 2](#) explores what mentoring happens, by whom and how and is helpful in revealing the prevalence of mentoring and the variation in the activities it can involve, indicating a need for more and better guidance and training.
- [Section 3](#) looks at how teachers perceive the benefits and challenges of mentoring and is useful for understanding how beneficial mentoring can be, but also where more

³ Published alongside this report: Maxwell, B., Hobson, A., Manning, C. (2022). *Mentoring and coaching for trainee and early career teachers. Conceptual Review*, Report to NIOT, November 2022.

⁴ Published alongside this report: Stevenson, J., Kiss, Z., Jørgensen, C., Maxwell, B., Hobson, A. (2022). *Mentoring and coaching for trainee and early career teachers: Protocol for a rapid evidence review*, Report to NIOT, November 2022.

support and careful action is needed to achieve these benefits (eg with older, career-changing mentees, in small primary schools and given teachers' lack of time).

- [Section 4](#) asks who should be mentors and shows teachers' preference for key stage or subject-aligned mentors who are not their line manager. Despite this, mentees with line manager-mentors mostly experience the same benefits as those without, indicating that who the mentor is may be less important than how they mentor.
- [Section 5](#) explores the support and training mentors need, revealing the importance of allocating space in the timetable for mentoring, so as to allow mentors, as well as their mentees, to receive benefits from the mentoring relationship.

This research is a useful resource for schools and providers wanting a broader understanding of teachers' recent experiences in early career mentoring relationships, as well as highlighting areas where more support and action is needed. Through the subsequent stages of our research, the NIOT plans to narrow in on those elements of effective mentoring practice that are most useful for supporting teachers and providers.

Throughout this process, we are keen to be as responsive and useful as possible, so do get in touch: research@niot.org.uk.

Summary of key findings

Mentoring forms an important part of the Early Career Framework (ECF), which was introduced nationally in September 2021. This survey of almost 300 early career mentees and more than 1,000 mentors aims to give an overview of current mentoring practice in state-funded schools in England, for teachers with fewer than five years' experience.

Data for this descriptive study of current practice was collected via the Teacher Tapp survey app in early July 2022 – a time when all schools with early career teachers were completing their first year of the ECF (and a minority were completing their second year). Responses are reweighted to reflect the teaching population in terms of school type, region, job post, sex and age.

What mentoring happens and how?

- **One in 10 teachers in state-funded schools says that they have a mentor, with formal mentoring highly concentrated among those teachers undertaking the ECF.** Beyond the ECF, formal mentoring is relatively rare, but 23 per cent of teachers have someone whom they feel is an informal mentor to them.
- **Even among early career teachers with formal mentors, the types of activities that constitute mentoring are diverse,** potentially reflecting a lack of consensus about what mentoring should involve. Most frequently cited mentoring activities include: observation and feedback, sharing knowledge on best practice, agreeing goals and 'coaching'. There are discrepancies between activities cited by mentors and mentees. For example, only a third of mentees say that the relationship offers a safe space to talk about feelings, compared with two-thirds of mentors.
- **A quarter of mentors say that they received no training, and a further 33 per cent of mentors feel that their training was inadequate.** This may be one of the drivers of the aforementioned diversity.

What are the perceived benefits and challenges of mentoring?

To mentees:

- **Mentees are generally quite positive about being mentored,** with 87 per cent naming at least one benefit. The most commonly mentioned benefits are: greater confidence that they can improve as a teacher, and improved teaching practices. Mentees mention improved wellbeing and chances of retention in the profession less frequently than other benefits.
- **Mentees who are over the age of 30 (likely career changers) are much less positive about their experience of being mentored:** 17 per cent of these older mentees say that there have been no benefits at all. Only a minority say that it has provided them with appropriate emotional and psychological support.
- **Mentees working in primary schools are generally less positive about their experience of being mentored,** with 41 per cent citing at least one detrimental

effect, compared with 22 per cent of mentees in secondary schools. Just 65 per cent of primary-school mentees feel that they were given an appropriate mentor, compared with 82 per cent in secondary. Clearly, primary schools have less choice about mentor assignment, so some of these challenges may be unavoidable.

- **Most commonly mentioned detrimental effects are to do with lack of time**, with primary mentees also more likely to say that the experience is stressful or frustrating.

To mentors:

- **Teachers with fewer years of experience cite the most benefits** and are more likely to say that being a mentor has enhanced their knowledge of teaching and allowed them to reflect upon and change their own teaching practice.
- **Most mentors name some detrimental effects of being a mentor, and these frequently relate to lack of time** and the fact that mentoring detracts from other activities. This is no surprise, given that 44 per cent of mentors say that they receive no additional time off timetable for mentoring.
- **Those who receive an explicit timetable allocation for mentoring are more likely to experience benefits**, such as allowing mentors to reflect on their teaching and finding the experience rewarding, and are less likely to experience detrimental effects.

Who should be a mentor?

- **Most teachers believe that mentors should ideally be experienced and key stage/subject-aligned, should have volunteered for the role and should not be the mentee's line manager.** That said, having a mentor who does not match these preferences does not always affect the benefits or challenges perceived.
- **Four in 10 mentors are also their mentees' line manager, yet this does not seem to reduce the perceived benefits of mentoring.** This is despite 54 per cent of teachers saying that they would prefer not to have a line manager as a mentor. It seems that line-management relationships can be supportive, rather than performative and accountability-focused, so that combining it with a mentoring role presents little conflict.
- **Teachers in primary schools are less likely to feel that they have an ideal mentor** (65 per cent, compared with 82 per cent in secondary), reflecting the challenges of achieving perceived suitable matches in smaller settings.

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1. Introduction

Research context

Mentoring is a widely used term in relationship to workplace professional support and development, which most generally refers to any **"facilitative or helping relationships intended to achieve some type of change, learning and/or enhanced individual and/or organisational effectiveness"**.⁵ The phenomenon of mentoring has been widely studied in many types of workplaces, with research studies generally agreeing that it is often beneficial to both individuals' careers and to their socioemotional wellbeing.⁶

The challenges to studying the phenomenon of mentoring relate to the diversity of activities that take place under the guise of mentoring and the large number of intended goals for the mentoring relationship. These challenges are equally present in research into the mentoring of teachers, as discussed in the conceptual review that accompanies this survey.

While teachers at many stages of their career in England have a mentor, it is specifically new teachers who are always assigned a formal mentor. It is this experience of formal mentoring of inexperienced teachers that is the focus of our report.

The role of mentors in the career of new teachers has been slightly altered by the introduction of the Early Career Framework. Prior to 2020, all newly qualified teachers in their first year after initial teacher training would be given a mentor who was responsible for ensuring that they completed a year of teaching, to guarantee that they would be awarded full qualified teacher status (QTS). However, the Early Career Framework has stretched this period of working towards full QTS to two years.

Objectives

This survey of current practice in early career mentoring is part of a four-stage project, funded and led by the National Institute of Teaching, with oversight from an expert panel⁷. The objectives of the current practice research were to:

1. Conduct a descriptive study of current practice in early career teacher mentoring via the Teacher Tapp survey app, in order to understand teachers' perceptions of mentoring and being mentored.
2. Produce a publishable report, summarising the main findings and helping to establish a broader understanding of current practice in early career teacher mentoring.
3. Inform the later stages of the project, including the priorities for the rapid evidence review and final recommendations.

⁵ This definition is taken from Maxwell, B., Hobson, A., Manning, C. (2022). *Mentoring and coaching for trainee and early career teachers. Conceptual Review*, report to NIoT, November 2022.

⁶ See evidence summarised in: Goldhaber, D., Ronfeldt, M., Cowan, J., Gratz, T., Bardelli, E., Truwit, M. (2022). Room for Improvement? Mentor teachers and the evolution of teacher preservice clinical evaluations, *American Educational Research Journal*, 59(5) pp1011-1048.

⁷ Expert panel membership can be found in [Appendix 1](#)

Methodology

Teacher Tapp is a daily survey app, which collects responses to around three questions from teachers in England every day at 3:30pm. Teachers are recruited to the app itself via word of mouth, social media and conference events. While anyone is free to download the app and use it daily, analysis is restricted to those who indicate that they are a teacher in England by submitting their school's name and qualifying demographic information, such as their job role or type of school.

The pool of daily respondents does not perfectly match the demographic profile of teachers in England. For example, headteachers and secondary teachers are over-represented. For this reason, Teacher Tapp reweights responses to survey questions by teachers' sex, age, job post and school type, to ensure that the panel reflects the demographics of the national population of teachers in England (using the School Workforce Census for the state schools in this study⁸). We also regularly perform bias checks, and describe these in more detail in [Appendix 2](#).

The survey questions in this study were directed to four different groups of teachers:

1. The entire panel of teachers, with analysis restricted to those in state-funded schools
1. Senior leaders in state-funded schools
2. Teachers with fewer than five years of experience in state schools, who said that they had a formal mentor
3. Teachers in state schools who said that they were a mentor to a teacher with fewer than five years of experience.

The survey questions were co-designed by drawing on the advice and expertise of academics reviewing the mentoring literature and developing a conceptual framework of mentoring, alongside the Teacher Tapp team and a wider project advisory group of academics and teaching experts.

Table 1 below shows the survey questions asked to each target group, alongside the date the survey questions were delivered and the number of valid responses that we use in our analysis. We provide further detail on our analysis choices in [Appendix 2](#). [Appendix 3](#) includes actual numbers responding to each answer category, and [Appendix 4](#) includes further question analysis (e.g. broken down by phase).

⁸ Details of the School Workforce Census can be found here: Department for Education (2022). *Statistics on the size and characteristics of the schools' workforce in state-funded schools*. Available at: <https://www.gov.uk/government/collections/statistics-school-workforce>

Table 1: Survey questions and responses from target group

Survey date	Target group	Question	N (valid responses)
11/07/22	All teachers in state-funded schools	Do you personally have a mentor who is a teacher in your school?	6,962
		Are you a formal mentor to a teacher in your school?	6,946
		Mentoring is likely to be most effective if mentors are required to follow a structured programme	6,932
		Imagine you are writing some professional guidance on mentoring. Tick any of the following statements that you feel should be included in a list of IDEAL practice around mentoring:	6,855
07/07/22	All senior leaders in state-funded schools	Which of the following groups of teachers are generally allocated a mentor at your school?	1,084
		Are mentors also line managers of their mentees in your school?	1,084
		Do mentors at your school generally receive training on mentoring before they start their role?	1,082
		Teachers who are MENTORS are typically allocated time for mentoring activity in my school	1,074
		Teachers who are MENTEES are typically allocated time for mentoring activity in my school	1,065
		At my school, mentoring activities typically include...	1,057
14/07/22	All those in state-funded schools who say they are a formal mentor to a teacher with fewer than five years of experience	Are you also the line manager of your mentee (i.e. teacher)?	1,090
		How much time in total are you allocated for mentoring this teacher?	1,078
		The activities I undertake as a mentor include...	1,075
		Are you satisfied with the training you have received in how to be a mentor?	1,069
		Do you feel you are the appropriate mentor for your mentee?	1,068
		What are the benefits of being a mentor to YOU?	1,061
		Have there been any detrimental effects of being a mentor for YOU?	1,055
13/07/22	Teachers in state-funded schools with	Is your mentor also your line manager?	288
		Are you allocated time for being mentored (and related activities)?	285

	fewer than five years of experience who say that they have a mentor	The activities I undertake as a mentee include...	277
		To what extent do you feel you have the appropriate mentor for your needs?	275
		Which of the following statements are true about the mentoring you receive?	274
		What have been the benefits of having a mentor for you?	274
		Have there been any detrimental effects of having a mentor?	271
05/08/22	Early career teachers	Which year of the ECF were you in last academic year?	287

2. What mentoring happens, how and by whom?

Which teachers have a mentor?

One in 10 of all teachers has a mentor, with formal mentoring highly concentrated among those teachers following the ECF.

The word 'mentor' is one that is used both formally (e.g. in the new Early Career Framework document) and informally by teachers (e.g. "I feel like Jane is a mentor to me"). This inconsistency of meaning around the notion of mentoring has recurring implications for these survey findings. We prefaced the mentoring questions sent to the whole panel by the following definition:

Today's questions are about mentoring, which is any facilitative or helping relationship with the purpose of achieving some type of change, support or learning.⁹

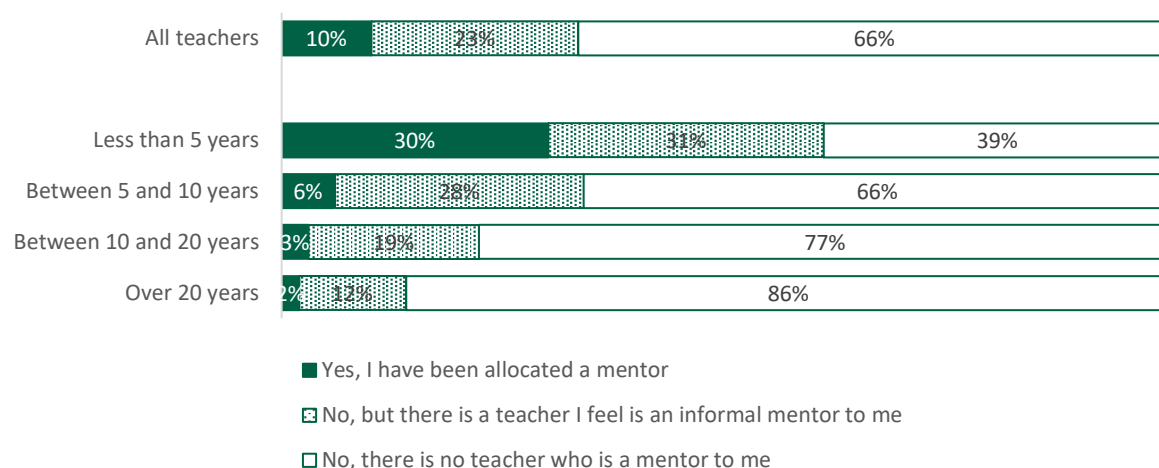
This statement sat directly above the question: *'Do you personally have a mentor who is a teacher in your school?'* Overall, 10 per cent of all teachers in state schools say they have been allocated a mentor. A further 23 per cent say that, while they do not have a formal mentor, there is a teacher in the school whom they feel is a mentor to them. There are no meaningful differences in responses between primary and secondary phases.

This report will focus solely on the role of formal mentoring. But it is noteworthy that informal mentoring relationships are very common and may be making an important contribution to the retention and development of teachers.

Figure 1 shows that being mentored is far more common among inexperienced teachers. We asked a follow-up question one month later to mentees about Early Career Framework status, and about half the earlier sample responded.¹⁰ From this, we can see that almost every first-year teacher following the framework states that they have a mentor. About half of those who are following the framework in the second year say that they have a mentor (these teachers are in early-rollout schools). (Only about one in 10 second-year teachers who are not following the framework has a mentor.)

⁹ This text was selected as a shortened version of the full definition of mentoring used in the NIoT conceptual review: *"Mentoring and Coaching are facilitative or helping relationships intended to achieve some type of change, learning and/or enhanced individual and/or organisational effectiveness"* (See: Maxwell, B., Hobson, A., Manning, C. (2022). *Mentoring and coaching for trainee and early career teachers: Conceptual Review*, report to NIoT, November 2022.)

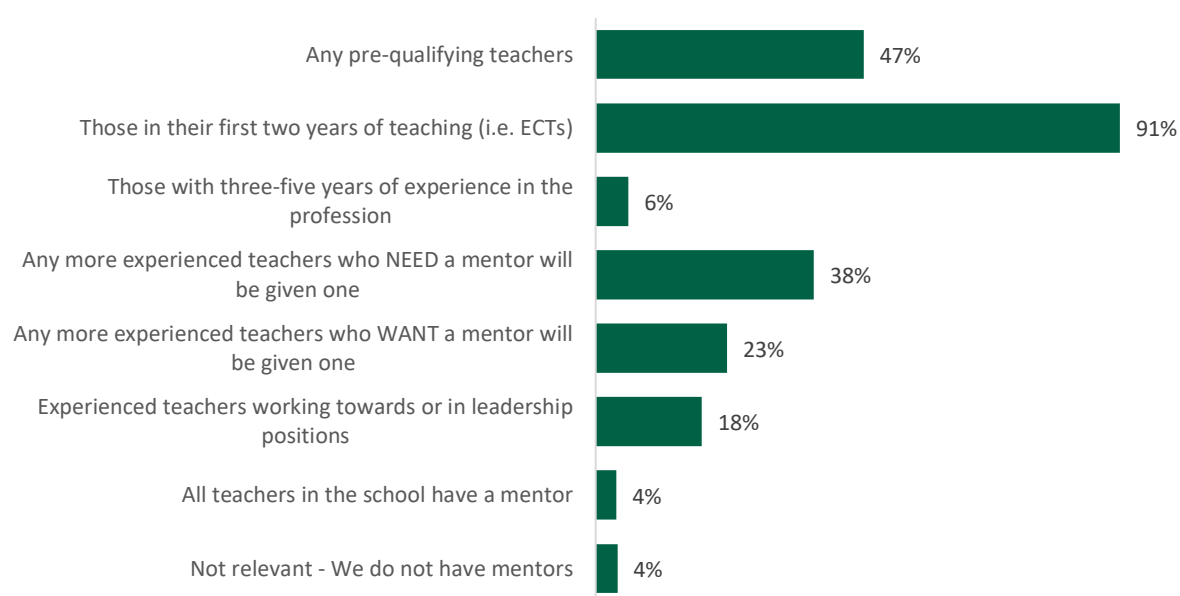
¹⁰ Details of mentoring under the ECF can be found here: Department for Education (2022). *Funding and eligibility for ECF-based training*. Available at: <https://www.gov.uk/guidance/funding-and-eligibility-for-ecf-based-training>.

Figure 1: Incidence of having a mentor, by teacher's own years of experience

(N=6,547)

We asked senior leaders about their school's overall policy towards allocating mentors. **Figure 2** shows that 4 per cent say that all teachers have a mentor and 4 per cent say that there are no mentors at their school. The majority (91 per cent) say that they give a mentor to early career teachers. Beyond this, 38 per cent of senior leaders say that they allocate a mentor where they feel the teacher needs one, and 23 per cent say that any teacher who wants one will be given a mentor. (Note that in England, pre-qualifying teachers include those with an employment contract and those at the school on shorter placements.)

Further studies of mentoring arrangements outside the Early Career Framework might usefully examine the continuum of professional development support that teachers provide for each other, from formal mentoring arrangements through sustained informal mentoring to ad-hoc collegial conversations about classroom practice.

Figure 2: School policy approaches to allocating mentors, as reported by school leaders

(N=2,465)

Which teachers are mentors?

More teachers say they are a mentor than say they are a mentee in our survey. Mentors of new teachers are much more likely to be in the middle phase of their teaching career.

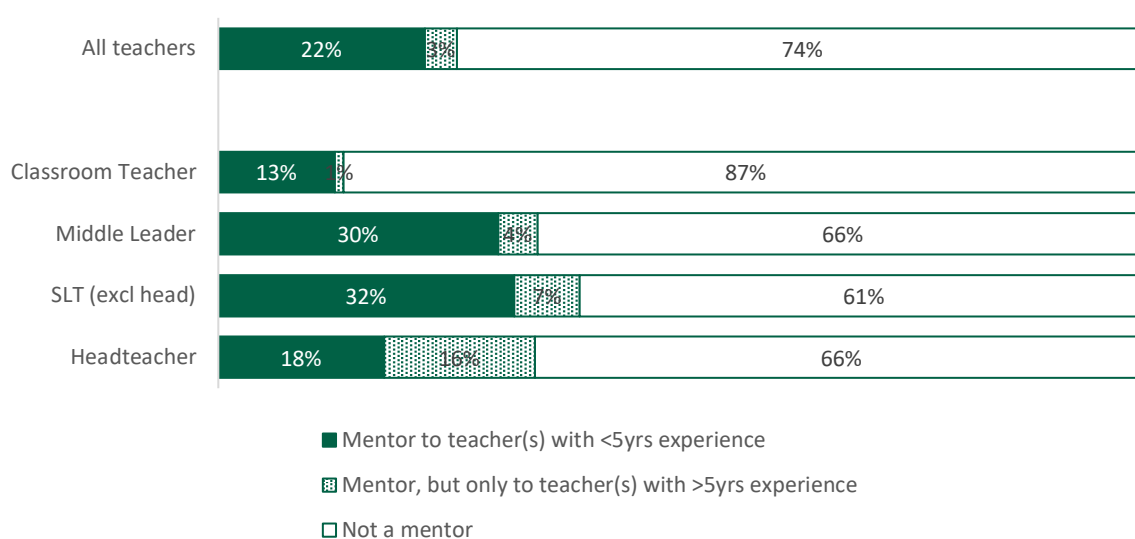
When asked, 26 per cent of teachers say that they are a formal mentor to a teacher in their school. It is striking that this figure is far higher than the 10 per cent of teachers who say that they have a mentor. There are a number of reasons why there might be a disparity here, and we have been unable to use the survey responses to establish which are the most important:

1. Mentees may have more than one mentor, for example a subject mentor and someone who is generally supporting new teachers in the school.
2. Mentees may be underreporting mentoring relationships where the nature of the interactions is not consistent with the definition we gave (i.e. they do not view it as a facilitative or helping relationship) or where the school does not use the language of mentoring to describe support given.
3. Teachers may say that they are a mentor, even if they are not mentoring someone in the current academic year.
4. Those who are mentoring trainee teachers on school placements may be included, even though those they mentor will not be present in the study, since they are not employed by a school.
5. Mentors may be overstating the incidence of mentoring relationships by including situations where the role is not actually formal or where it is better described as line management.
6. The Teacher Tapp sample may be unbalanced. However, given that the experience profile of the weighted sample matches that of OECD's TALIS 2018 sample, we do not think this is a material contributor.

We do not believe this discrepancy in the sizes of the mentee and mentor samples has particularly serious implications for the findings that we draw in future sections. But it is worth bearing in mind that we may underreport the views of mentees who have weak mentor relationships.

For the remainder of this report, we will solely focus on mentors to those teachers with fewer than five years of experience and on mentees who have fewer than five years of experience. This focus on those at the start of their career reflects the priority of the NIoT mentoring project.

Figure 3 shows the incidence of take-up for formal mentoring roles across different types of leadership positions. Middle leaders, such as heads of department or phase, assistant heads and deputy heads, are most frequently mentors to those with fewer than five years of experience (the focus of this study). By contrast, headteachers more frequently mentor more experienced teachers, possibly in preparation for leadership roles.

Figure 3: Teachers who have a formal mentoring role in school

(N (overall)=6,726; N(classroom)=2,376; N(middle)=2,705; N(SLT ex head) = 1,345; N(head) = 300)

What happens during the mentoring process?

There is a great deal of variation in the types of activities reported by teachers within a mentoring relationship, potentially reflecting a lack of consensus or specification of exactly what mentoring teachers should involve.

We asked mentors, mentees and school leaders what happens as part of mentoring. They selected responses from a list of 10 activities that were compiled in members of the expert advisory group (see [Appendix 1](#)). Leaders were asked what happened as part of mentoring in their school, while mentors and mentees were asked what happens in their own mentoring relationship. There were strong similarities in the responses of leaders and mentors, as shown in **Table 2**, so we look at these first.

Activities where the mentor was the 'expert' and instructed the mentee in a task or goal are most common. This includes diagnosing needs and agreeing a focus or goals for the mentee, sharing knowledge of best practice about teaching and learning, observation and feedback, and, to a slightly lesser extent, coaching and modelling teaching. Activities that involve facilitating further opportunities and relationship development are selected slightly less frequently. This includes facilitating networking or peer learning with other staff, finding appropriate further professional development opportunities and creating a safe and supportive space to talk openly about feelings. However, these are still selected by around half of mentors.

Just under half of the mentors formally assess the progress of mentees, and similar numbers complete partnership or provider administrative tasks and processes. This suggests that the paperwork tasks associated with formal mentoring are considerably less common than the more active or practical tasks (and it is worth noting that ECF mentors have no formal

assessment role¹¹). Half of mentors report carrying out these administrative tasks, but only 29 per cent of school leaders report that mentors are carrying out these activities. This suggests that the administration completed by some mentors is not assigned by the school leadership team.

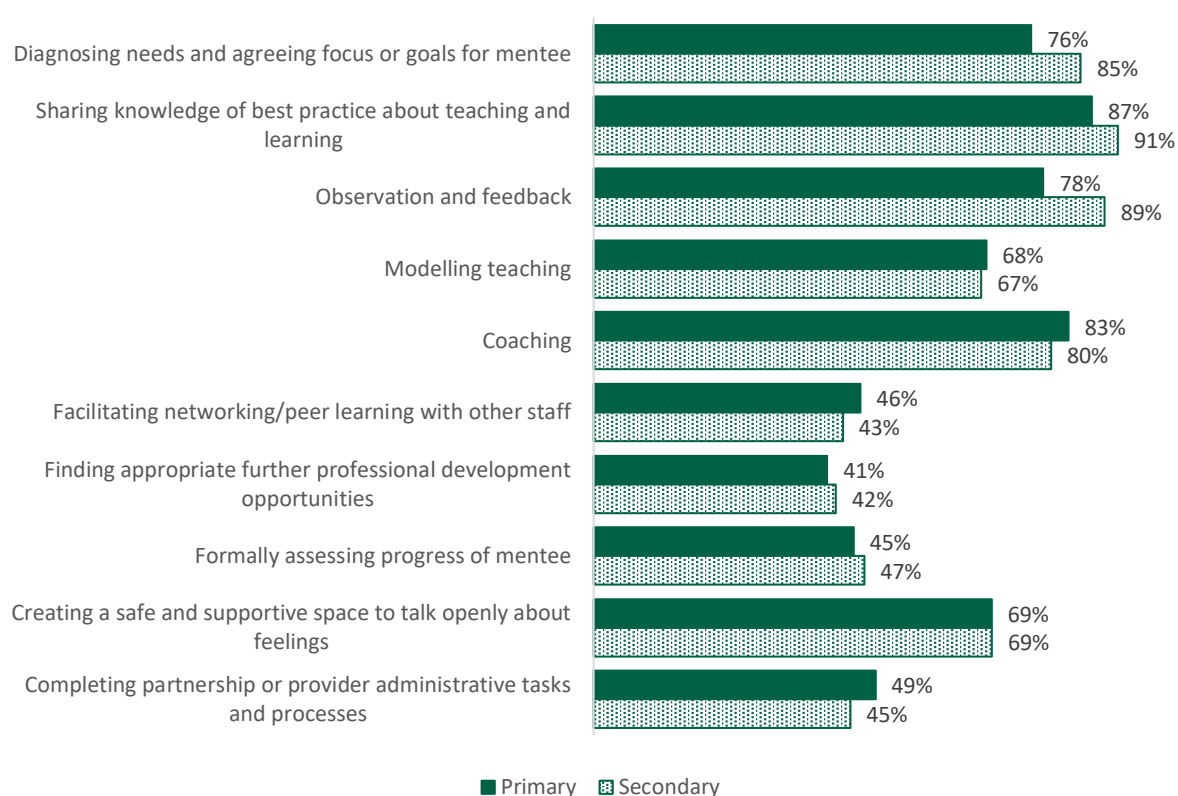
Table 2: Mentoring activities, as reported by leaders, mentors and mentees

	Reported by leadership	Reported by mentors	Reported by mentees
	N=966	N=1,042	N=231
Diagnosing needs and agreeing focus or goals for mentee	80%	81%	53%
Sharing knowledge of best practice about teaching and learning	89%	89%	53%
Observation and feedback	86%	84%	68%
Modelling teaching	71%	68%	26%
Coaching	75%	81%	49%
Facilitating networking/peer learning with other staff	46%	45%	19%
Finding appropriate further professional development opportunities	47%	41%	27%
Formally assessing progress of mentee	40%	46%	23%
Creating a safe and supportive space to talk openly about feelings	57%	69%	34%
Completing partnership or provider administrative tasks and processes	29%	47%	21%

Mentees' responses give a slightly different perspective on the incidence of different mentoring activities. In general, mentees are far less likely to report that activities are taking place (although overall responses are correlated). Two stark differences are revealed in the mentees' reports: (i) less modelling of teaching (26 per cent of mentees, compared with 68 per cent of mentors), and (ii) less facilitating of networking and peer learning with other staff (19 per cent of mentees, compared with 45 per cent of mentors).

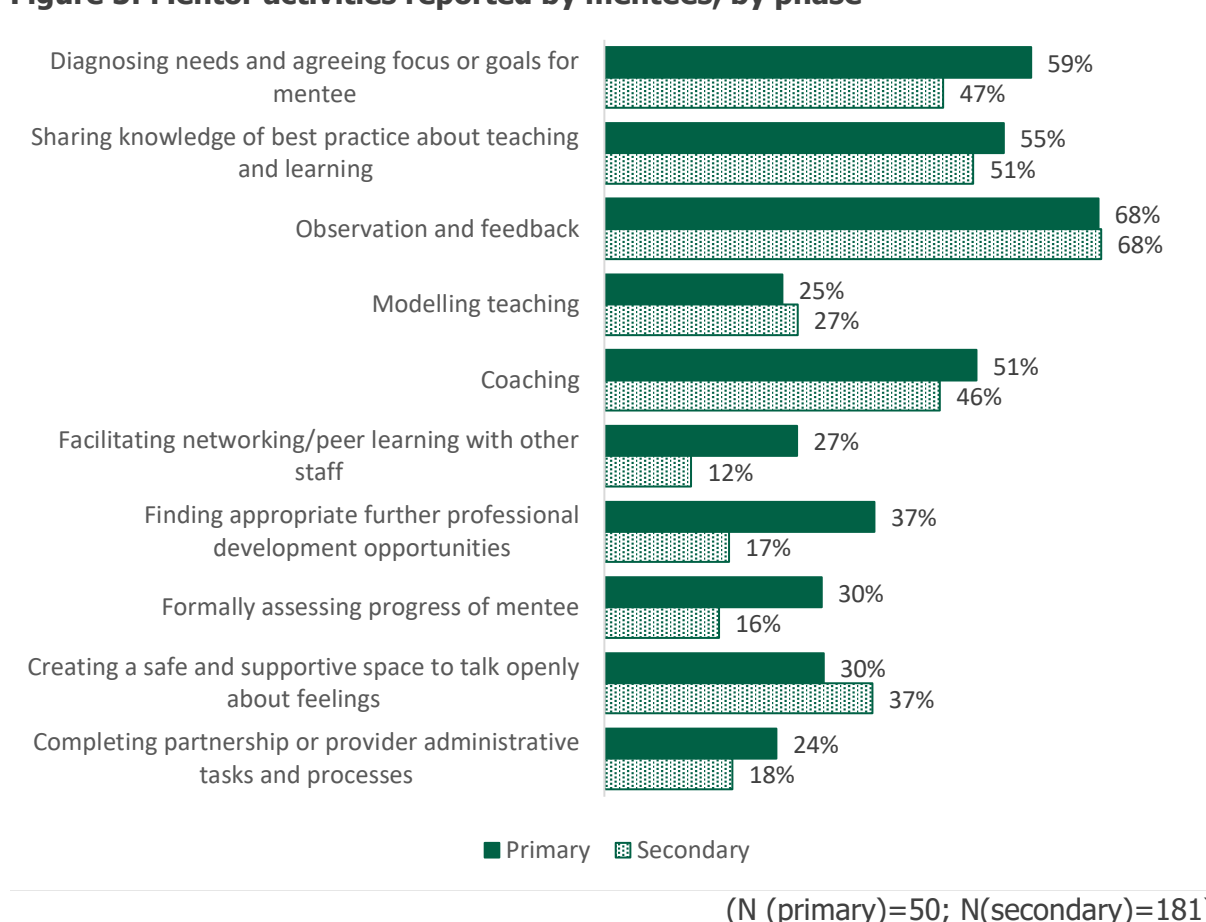
The responses of mentors suggest that mentoring activities across the primary and secondary phase are very similar. **Figure 4** shows responses between phases are only different in case of observation, and diagnosing needs and setting goals, where secondary mentors are more likely to report that they take place as part of mentoring. This may be because secondary timetables facilitate greater time and space for observing colleagues – and these observations are an important way for mentors to set goals.

¹¹ Guidance for ECF mentors can be found here: Department for Education (2022). *Guidance for mentors: how to support ECF-based training*. Available at: <https://www.gov.uk/guidance/guidance-for-mentors-how-to-support-ecf-based-training>.

Figure 4: Mentor activities reported by mentors, by phase

(N (primary)=287; N(secondary)=755)

However, the responses of mentees across phases are quite different, as shown in **Figure 5** (though this is based on relatively small sample sizes). Mentees in primary schools were far more likely to report that mentoring helped facilitate network and peer learning and helped them to find appropriate professional-development opportunities. Thirty per cent also believe that their mentor is formally assessing their progress (compared with 16 of secondary mentees).

Figure 5: Mentor activities reported by mentees, by phase

These responses about the types of activities included as part of a mentoring relationship reveal a great deal of variation across settings. This reflects the lack of consensus or specification of exactly what teacher mentoring should look like. One question is whether discretion over the nature of mentoring activities should lie with the mentor themselves, perhaps to allow them to respond to the needs of the mentee, or whether schools should enforce more structured mentoring programmes. When asked, 59 per cent of teachers feel that mentoring is likely to be most effective if mentors are required to follow a structured programme. But further research is needed to explore the extent to which mentors should be encouraged to deviate from a structured approach in order to meet individual mentees' needs.

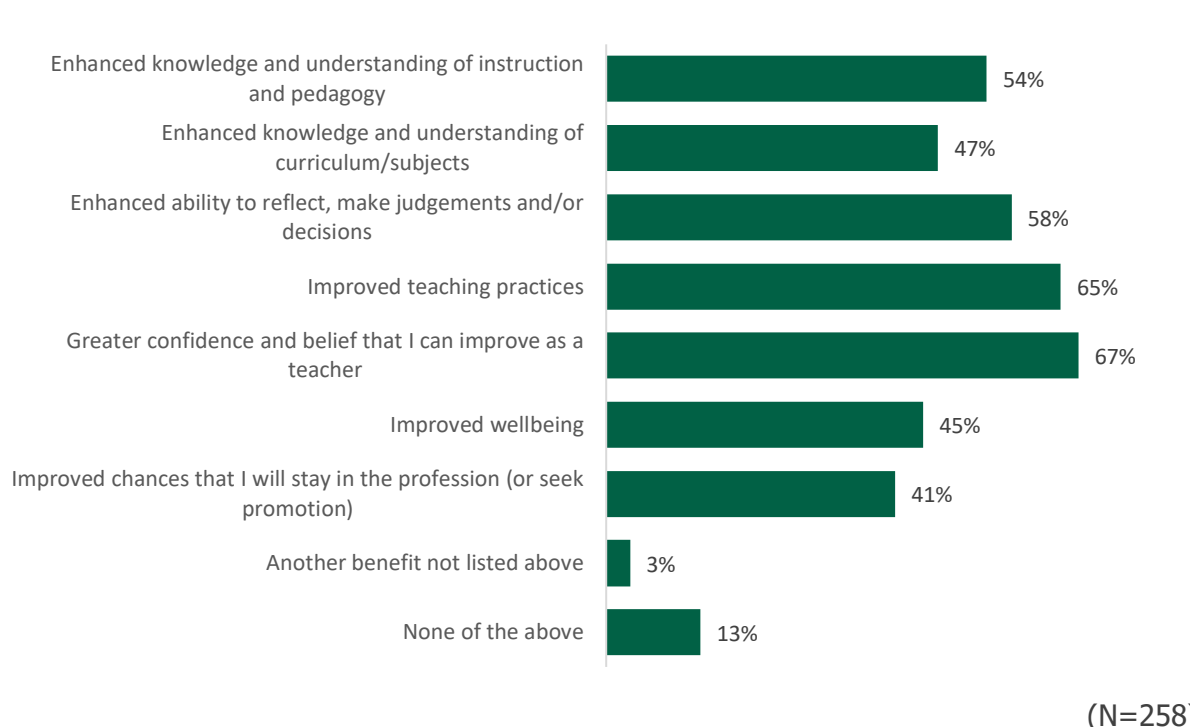
3. What are the perceived benefits and challenges of mentoring?

Do teachers find being mentored beneficial?

Most new teachers are positive about the experience of being mentored, but those who are entering the profession later in life are much more likely to report detrimental effects. Mentees in primary schools are also more likely to report detrimental effects, most frequently related to stress and lack of time.

Mentees are generally quite positive about the experience of being mentored, with 87 per cent of them able to express at least one benefit of the mentoring relationship. The benefits listed to mentees were designed to align with the theoretical framework in the conceptual review, reflecting many of the outcomes and active ingredients of mentoring that were identified there. The types of benefits they select are diverse: some benefits are directly related to improving classroom practice, while others are about reducing the risk of leaving the profession. **Figure 6** shows that mentees more frequently select benefits closely related to improving teaching practice.

Figure 6: Mentees' perception of benefits of the mentoring relationship



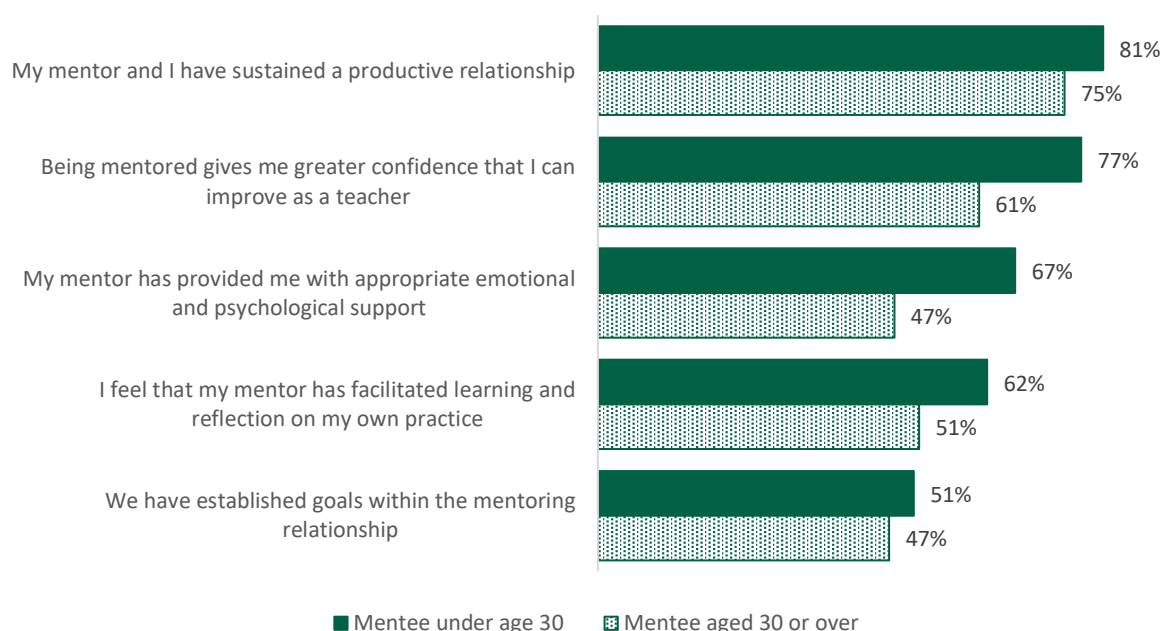
That said, the responses vary according to the age of the mentees. Since this sample of mentees is restricted to those with fewer than five years' teaching experience, we divide the sample into those who are in their twenties, and therefore less likely to have had extended experience of another career before teaching, and those in their thirties or older, who will most likely be career switchers. Overall, older teachers are more negative about their experience of mentoring, with 17 per cent saying that they experience no benefits at all. Just 61 per cent say that it makes them more confident that they could improve at teaching

(compared with 8 per cent and 77 per cent respectively for mentees under thirty). The greater negativity of more mature trainees is interesting, and worth investigating further. It may be that they find it difficult to work with mentors who are much younger than them, are more sceptical about the guidance they receive, or are generally more negative about the experience of becoming a teacher. (We know, for example, that mature trainees tend to have higher rates of attrition from the profession.¹²)

We asked mentees about their mentoring relationship, using categories consistent with those presented as active ingredients of mentoring in the conceptual review.¹³ Overall, mentees do feel that they have a good relationship with their mentors but, again, mentees over the age of 30 are less likely to feel that this is the case.

Figure 7 shows that the biggest disparity by age group is whether the mentor has provided desired emotional and psychological support (67 per cent of mentees in their twenties, compared with 47 per cent of older mentees). One explanation is that older teachers feel that they have less need for emotional and psychological support.

Figure 1: Mentees' views on the mentoring relationship, by age



(N (under 30)=157; N(over 30)=98)

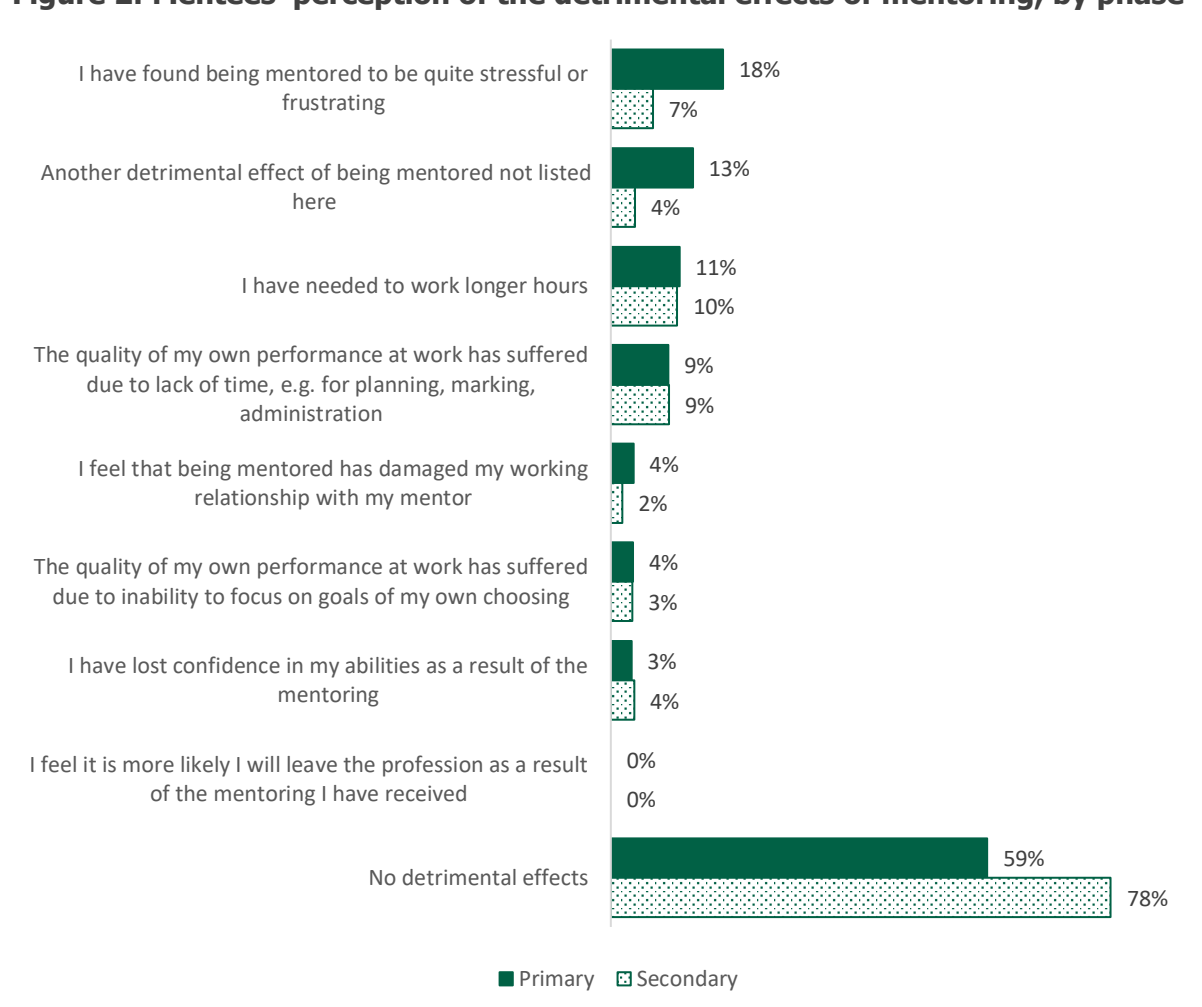
When asked about the detrimental effects of having a mentor, the top three responses selected all relate to lack of time, as shown in **Figure 8**. However, a larger proportion of primary teachers say that they find being mentored stressful or frustrating – 18 per cent, compared with 7 per cent at secondary. (Primary mentees are also less likely to say they have a productive relationship with their mentor in response to the survey question shown earlier.)

¹² Allen, R., Bibby, D., Parameshwaran, M. and Nye, P. (2016). *Linking ITT and workforce data*, National College for Teaching and Leadership Report. Available at: [https://ffteducationdatalab.org.uk/wp-content/uploads/2016/07/Linking ITT and workforce data.pdf](https://ffteducationdatalab.org.uk/wp-content/uploads/2016/07/Linking_ITT_and_workforce_data.pdf).

¹³ Maxwell, B., Hobson, A., Manning, C. (2022). *Mentoring and coaching trainee and early career teachers: Conceptual Review*, report to NIoT, November 2022.

It is not possible for us to say why a greater proportion of our primary sample report stress or relationship difficulties. About half of primary schools are one-form entry, or less, so maintaining strong working relationships or avoiding poorer ones may be more difficult than in secondary. It may also be harder to achieve a good match between mentor and mentee in these small settings. While a substantial majority of teachers report no detrimental effects at all (78 per cent of secondary mentees and 59 per cent of primary mentees), it is notable that so many mentees, particularly in the primary phase, report that there are detrimental aspects to having a mentor.

Figure 2: Mentees' perception of the detrimental effects of mentoring, by phase



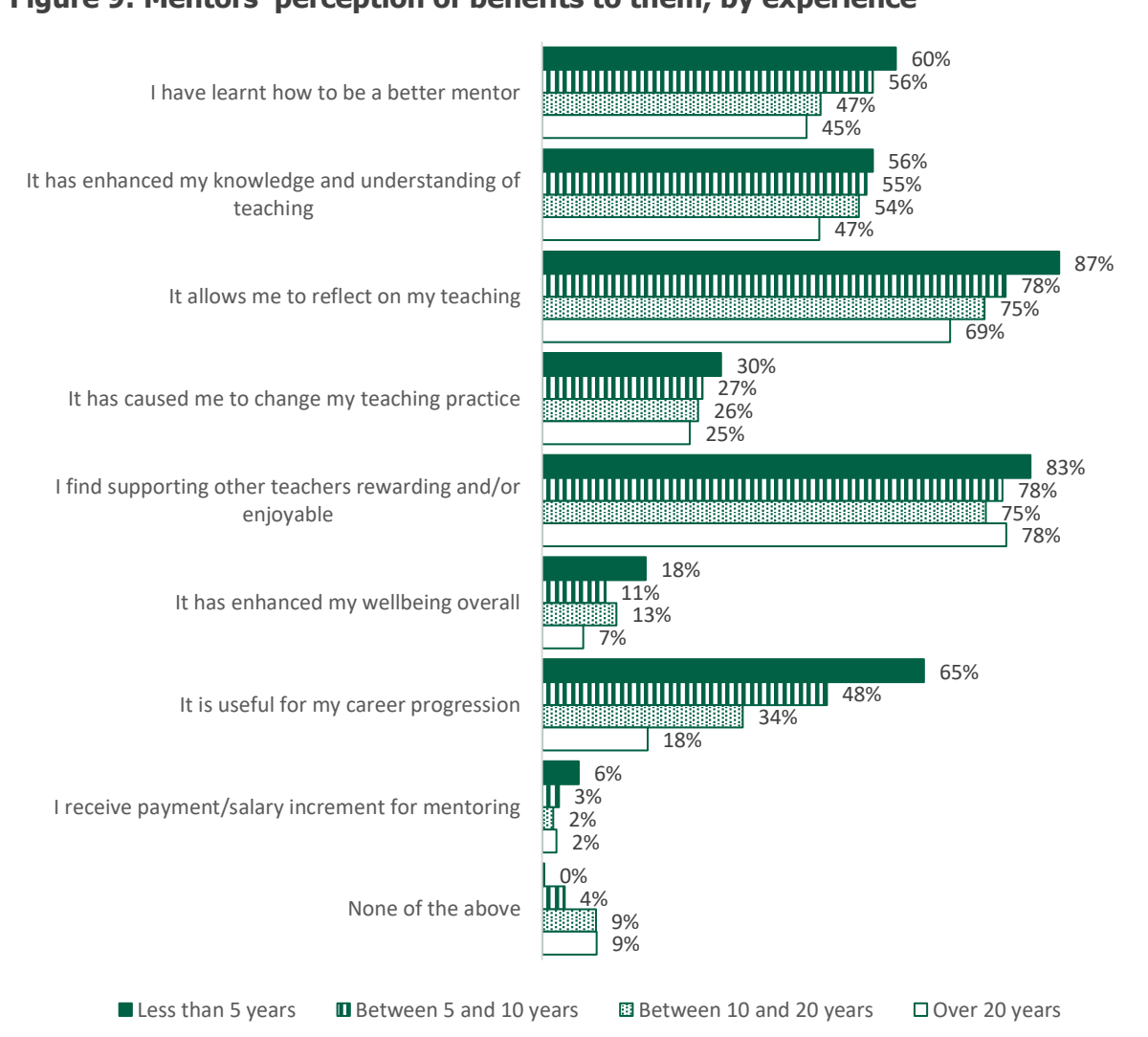
(N (primary)=55; N(secondary)=193)

Do teachers find being a mentor beneficial?

Mentors who are themselves still at a career phase where they are focused on improving classroom practice, rather than on taking on managerial roles, appear to derive the greatest benefits from being a mentor. The detrimental effects most frequently cited by mentors concern lack of time.

Almost all those who are mentors report experiencing some benefits, but those who are earlier in their career report the greatest benefits. **Figure 9** shows that teachers with fewer than five years of experience are far more likely to say that being a mentor is good for their career progression (65 per cent, compared with 18 per cent of those with more than 20 years of experience). Moreover, they are more positive about the extent to which mentoring helps them to reflect on their own teaching. This may be because they are still at a point in their career where they are experimenting to a greater extent with their own teaching. Experienced teachers are more likely to have taken on non-classroom responsibilities, so their professional development is less focused on classroom practice. This does raise an interesting question about who the optimal mentors in a school are. While teachers say they would like mentors to have had at least five years of experience, this data suggests that the mentors who derive greatest benefits from the role are those who are still actively focused on improving their own classroom teaching.

Figure 9: Mentors' perception of benefits to them, by experience

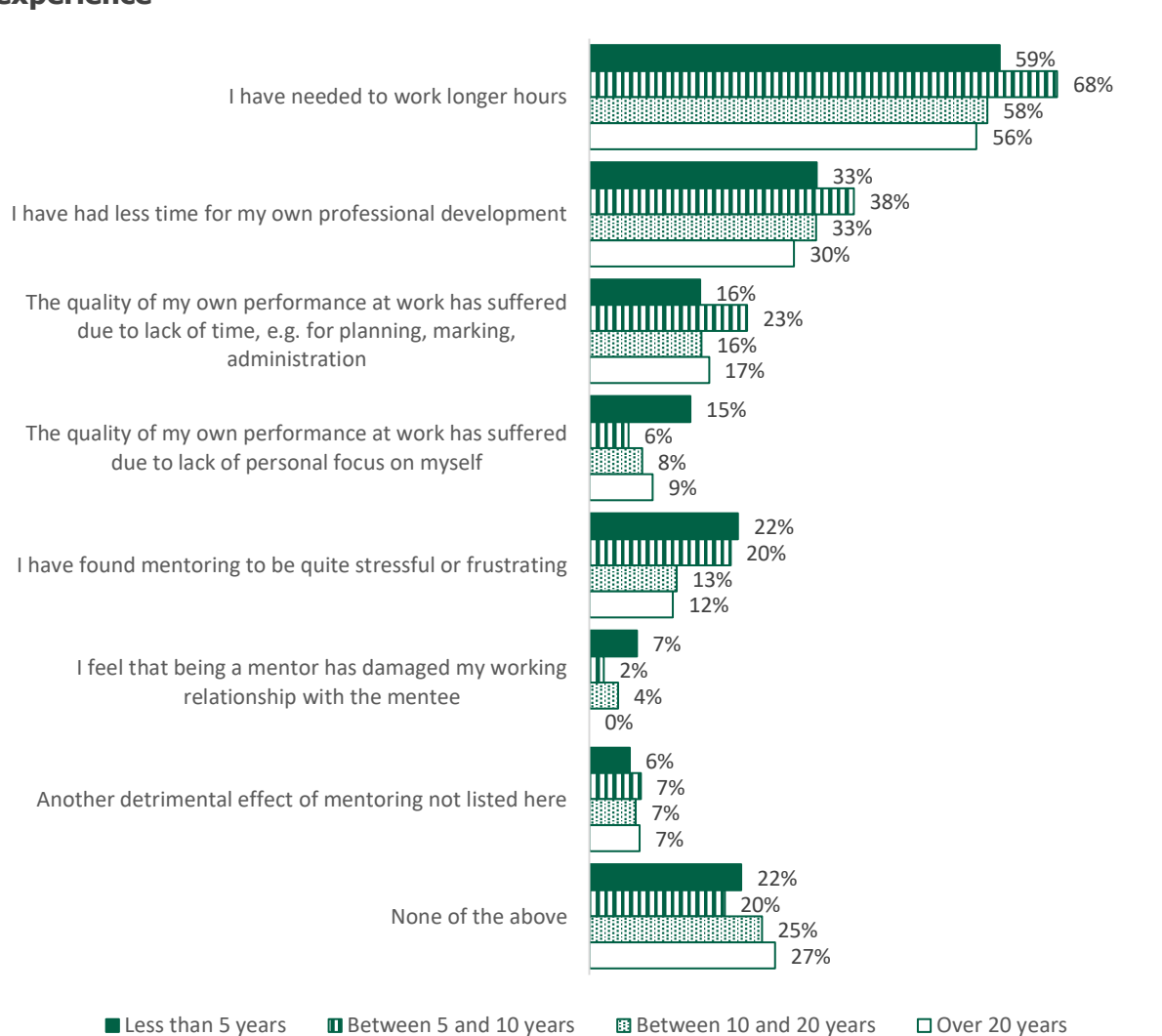


(N (<5yrs)=112; N(5-10yrs)=286; N(10-20yr)=416; N(>20yrs)=202)

Almost all mentors (77 per cent) name some detrimental aspects to the process of being a mentor, as shown in **Figure 10**. Many of these detrimental effects relate to working hours: 60 per cent say that they need to work longer hours, 34 per cent say that they have less time for their own professional development and 19 per cent say they have less time for their own

planning of teaching. We explore these issues of time allocation later in this report. Less experienced mentors are most likely to say that mentoring has an impact on the quality of their own teaching. These less experienced teachers are also most likely to say they find the experience quite stressful or frustrating (22 per cent of those with fewer than five years of experience say this). That said, very few (3 per cent) feel that it has negatively impacted their relationship with their mentee (and just 3 per cent of mentees mention a similar negative impact on their mentoring relationship).

Figure 10: Mentors' perceptions of the detrimental effects of mentoring, by experience



(N (<5yrs)=112; N(5-10yrs)=285; N(10-20yr)=413; N(>20yrs)=201)

4. Who do teachers think should be mentors?

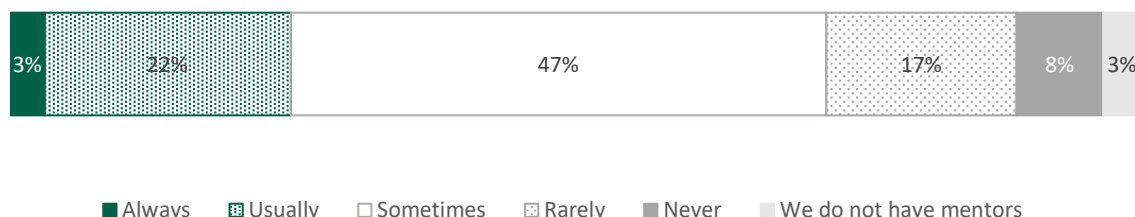
Should mentoring be carried out by line managers?

Teachers believe that their mentor should ideally not be their own line manager. However, there is little evidence that those mentees who have a combined line manager-mentor have a worse experience than others.

Line managers and mentors are two distinct roles in teacher development, with the former an accountability position in an employment relationship and the latter usually focused on support and development. However, it is noteworthy that many line managers are also mentors. Responses from both mentors and mentees indicate that four out of 10 mentors are also their mentees' line manager. This may become an issue if teachers feel reluctant to discuss their worries and weaknesses with the person also responsible for appraising their performance.

Only around a quarter of senior leaders indicate that they actively avoid appointing someone as both mentor and line manager for a teacher, as shown in **Figure 11**. The frequency with which the same person is appointed to mentor and line manage a teacher contrasts with perceptions of ideal practice. When asked, 54 per cent of teachers say that ideally the line manager should not also be the mentor – and 50 per cent of heads agree with this.

Figure 11: School approaches to whether mentors are also line managers, as reported by senior leaders



(N = 1,048)

Despite these beliefs about ideal practice, having a mentor who is also a line manager appears not to affect mentees' assessments of the mentoring relationship, nor of its perceived benefits and costs. The only difference is that teachers whose line manager is also their mentor are less likely to say that they have established goals for the mentoring relationship (48 per cent, compared with 59 per cent for those whose mentor is not a line manager). This may reflect less clarity about the purpose of conversations when the roles of line manager and mentor are combined.

Mentors who are also line managers report few marked differences in the benefits or costs of mentoring for them. The exception is that those who are both mentor and line manager are a little more likely to describe the process as stressful or frustrating (18 per cent agree, compared with 13 per cent of mentors who are not line managers). They are also more likely to feel that they are the most appropriate mentor available in the school (89 per cent agree, compared with 84 per cent who are not line managers). This may reflect the limited pool of potential mentors in small departments, primary schools or early-years settings, where the line manager may be the only teacher available to act as a mentor.

So, overall, while there are obvious theoretical downsides to combining the line-management and mentor roles, detrimental effects cannot be seen in the responses of this sample of teachers. It is possible that, in practice, the line-management relationships among teachers are typically collegial and supportive rather than performative and accountability-focused, so that combining the roles of mentor and line manager in fact presents no conflict.

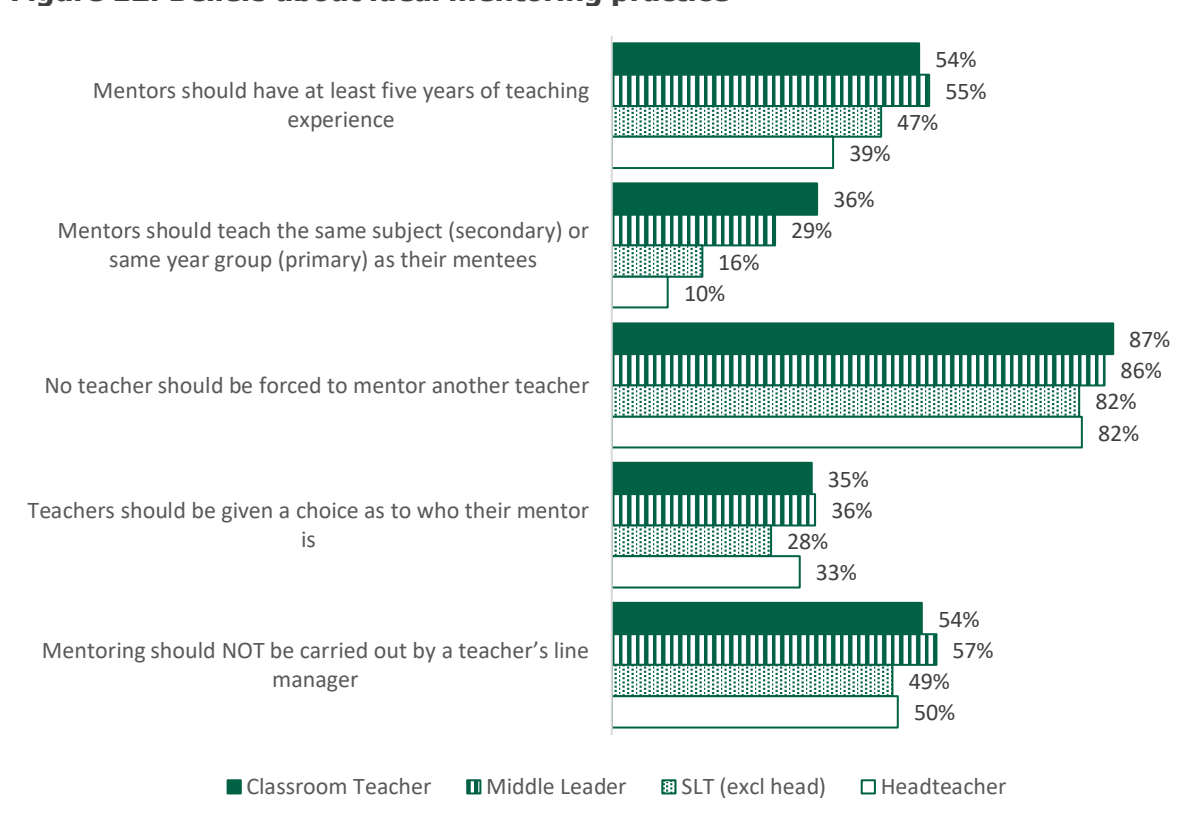
Who is the ideal mentor?

Teachers believe that mentors should ideally be experienced teachers, with a subject or year-group match, voluntarily consenting to take on the role. Mentees are less likely to feel they have been given the ideal mentor in primary settings, reflecting the difficulty of achieving suitable matches in small institutions.

Figure 12 summarises the views of all teachers about ideal mentoring practice. It is noteworthy that a slight majority of teachers feel that mentors should not be line managers (54 per cent) and that mentors should have at least five years of teaching experience (53 per cent). The complexity of these issues is addressed in earlier sections. Those who are still classroom teachers without responsibilities are most likely to feel that mentors should themselves have more than five years of teaching experience and that they should ideally be teaching in the same subject or phase as their mentees.

Overall, teachers feel that trust and voluntary consent are important in the mentoring relationship. One third feel that teachers should be given a choice as to who their mentor is, and 86 per cent say that no teacher should be forced to mentor another teacher.

Figure 12: Beliefs about ideal mentoring practice



(N (overall)=6,414; N (classroom)=2,296; N (middle)=2,567; N(SLT ex head) = 1,228; N(head) = 323)

Despite all these caveats about ideal mentoring relationships, the vast majority (87 per cent) of those who are mentors feel that they are the most suitable person to take on the role in their school. Mentors who feel unsuitable most frequently cite lack of time as the reason why they are not the most appropriate mentor.

Figure 13 shows that mentees are only a little less positive about the suitability of their mentor, with 73 per cent expressing satisfaction with their mentor's overall suitability.

Figure 13: Perceptions of suitability of the mentor to their role

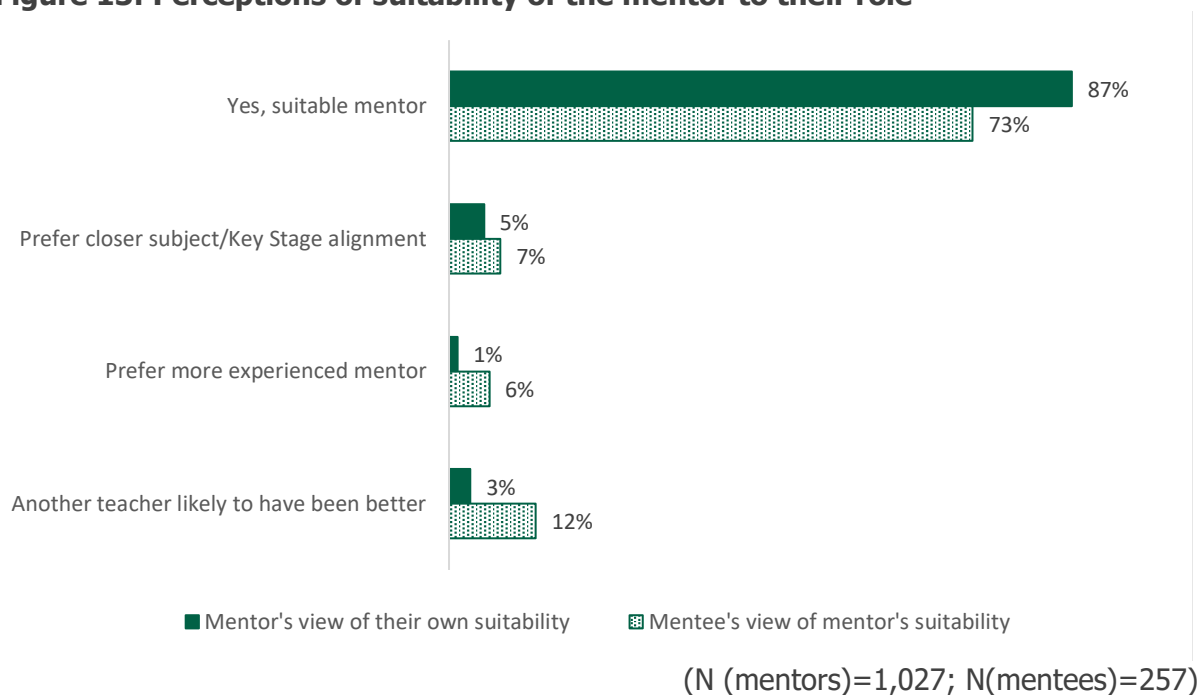
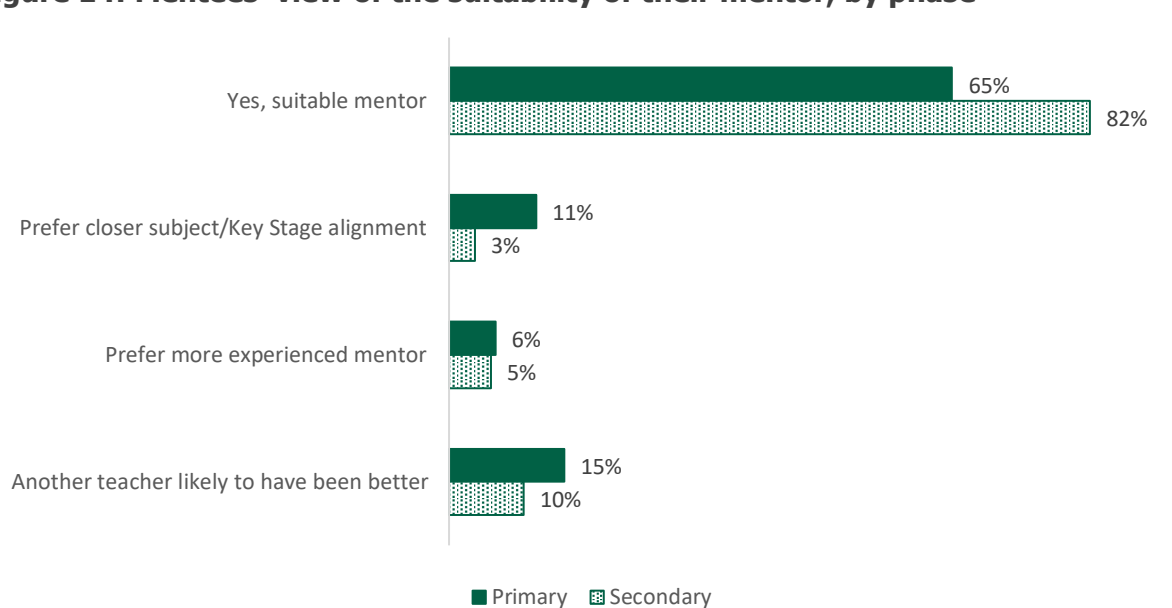


Figure 14 shows that primary mentees are less satisfied with the suitability of their assigned mentor overall. They are much more likely to say that they would prefer a closer key stage alignment (11 per cent), presumably because it is harder to find colleagues who are a suitable match for them in a small-school setting. However, mentees most frequently select non-specified suitability issues that are captured by the catch-all phrase 'I feel a different mentor might have had a more productive relationship with me' (15 per cent in primary and 10 per cent in secondary), making it hard to make systematic recommendations about ideal mentoring relationships.

Figure 14: Mentees' view of the suitability of their mentor, by phase



(N (primary)=58; N(secondary)=199)

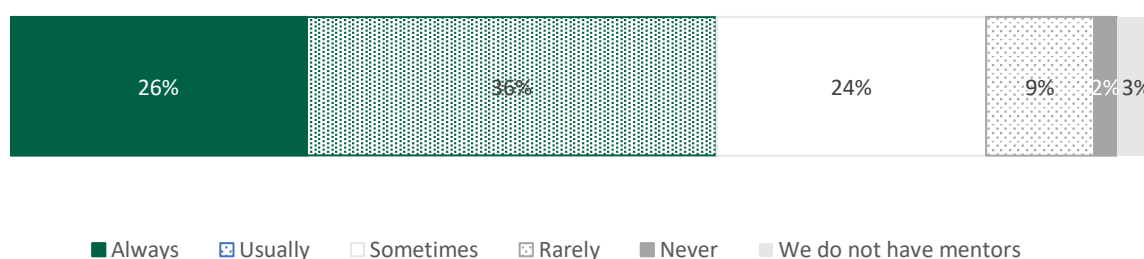
5. What training and support is needed?

What sort of mentor training is provided and desired?

More than three-quarters of mentors received some training, but many of these feel their training had some shortcomings, in terms of quality, length or suitability.

Most teachers (90 per cent) believe that prospective mentors should receive some training, but this does not always take place. **Figure 15** shows that 26 per cent of leaders say that mentors at their schools always receive training – but, equally, 11 per cent of leaders say it either rarely or never happens at their schools. Existing empirical evidence, as summarised in the conceptual review published alongside this report, suggests that the provision of effective mentor training is associated with improved mentoring experiences.

Figure 15: School leaders report on whether mentors receive training



(N = 1,051)

More than three-quarters of mentors received some training, and a slight majority say that they are somewhat or very satisfied with it, as shown in **Figure 16**. Those who report explicit shortcomings to their training are split between those who feel it was too short, those who feel it was poor quality and those who feel it covered inappropriate topics.

Figure 16: Mentor reports on whether they were satisfied with their training

(N = 1,011)

Should mentors be given dedicated time allocations?

Mentors who are given dedicated space in their timetable for mentoring sessions are far more positive about the benefits of the experience, and cite fewer detrimental effects of being a mentor.

Effective mentoring relationships are likely to require a considerable time commitment on the part of both mentor and mentee, and schools vary a great deal in the extent to which these time investments are recognised during timetabling and workload calculations. We asked both senior leaders and mentors whether time is formally allocated for mentoring. There is some disagreement between these groups, with 28 per cent of mentors saying there is no specific time allocated, and a further 16 per cent saying that they must use their own planning, preparation and administration (PPA) time to mentor others. Meanwhile, the equivalent figures for leaders are lower, at 22 per cent and 11 per cent respectively. Just 12 per cent of mentors say that they are allocated more than one hour per week for mentoring activities (and yet 18 per cent of leaders say that this happens in their school). This information is summarised in the first two response columns of **Table 3**.

There are similar disagreements between mentees and school leaders about how much space in the timetable is allocated for mentoring: 27 per cent of mentees say there is no specific time and a further 14 per cent say that they must use their PPA time for it. By contrast, only 17 per cent of leaders say that there is no timetable space allocated, and 10 per cent say PPA time is allocated to mentees. These differences are large, but might simply reflect differences in perceptions as to the role and the reason for reduced timetable allocations for new teachers. For example, first-year early career teachers are given an 80 per cent teaching timetable, where half the remaining time is expected to be spent on activities to work through the Early Career Framework. It is possible that leaders assume that this includes mentoring, and so

perceive that they have given directed time to mentoring activities, while new teachers view this time as reserved for other training activities, not including mentoring.

Table 3: Leadership, mentor and mentee reports of time allocation for mentoring

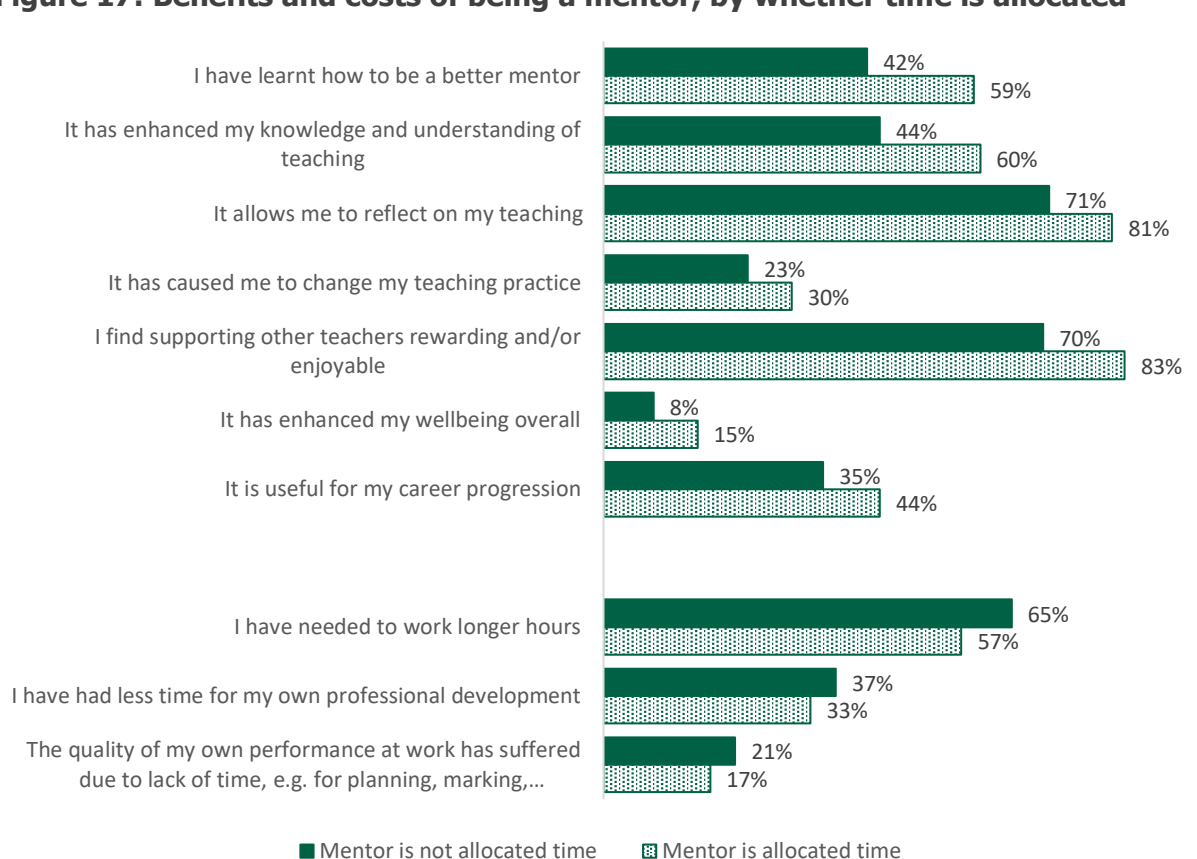
	Mentor time allocation		Mentee time allocation	
	SLT report	Mentor report	SLT report	Mentee report
	N=984	N=1,037	N=964	N=279
More than 1 hr/week	18%	12%	24%	18%
Up to 1 hr/week	34%	33%	33%	27%
Up to 1 hr/fortnight	10%	9%	9%	12%
Up to 1 hr/3 weeks	2%	1%	2%	1%
Up to 1 hr/4 weeks	3%	2%	4%	2%
Must use PPA time	11%	16%	10%	14%
No time allocation	22%	28%	17%	27%

We now examine whether those who say they have an explicit time allocation find the mentoring relationship more beneficial or straightforward than those who do not. In the case of mentees, those who report a time allocation are just as likely to complain about the need to work longer hours or the damage to other areas of development as those mentees who say they have no time allocation. This suggests that mentee reports of time allocation are not particularly reliable, given that the timetable of new teachers is reduced overall to reflect time needed for all development activities and additional planning.

By contrast, there is more evidence that giving explicit time allocations to those who mentor is important. Responses from earlier sections show that 12 per cent of mentors feel that they are unsuitable for the role because they have insufficient time to mentor, and 18 per cent of mentees say they would prefer to have a mentor with more time.

Figure 17 summarises responses about the benefits and costs of being a mentor from across two survey questions. Mentors are split into those who say they have no time allocation (ie they must use PPA time or find free time) and those who say that they have a time allocation, however small. Overall, those mentors who do have a time allocation are more positive about the benefits of mentoring to them and cite fewer detrimental effects from being a mentor. This suggests that current time allocations for mentoring are insufficient. However, it is worth noting that some of these differences are not as large as perhaps expected. For example, 57 per cent of those who do have a time allocation still say that they need to work longer hours in order to mentor. This is only a little lower than the 65 per cent of those without a time allocation who say the same.

Figure 17: Benefits and costs of being a mentor, by whether time is allocated



(N (not allocated time)=433; N(allocated time)=732)

6. Conclusions

This survey is intended to give an overview of how current early career mentoring works in schools. These descriptions of current practice are useful as the profession continues to strengthen the delivery of the Early Career Framework and to develop a more nuanced view of what effective practice looks like.

Limitations

This was a descriptive, time-bound survey, intended to inform further research and priorities for recommendations. Like any survey, it may not be fully representative of the underlying population and we discuss our approaches to addressing potential bias in the [Methods](#) section and [Appendix 2](#). There is a discrepancy between the size of mentor and mentee samples and we discuss the potential reasons for this in [Section 2](#). It is worth noting that, as a result, we may underreport the views of mentees with very weak mentoring relationships. In addition, the sample only includes employed teachers, and therefore excludes the views of trainee teacher mentees (who are also in scope for this NIoT project) but will include teachers who mentor trainees.

Further research

This research is the second stage of a four-stage NIoT project on mentoring and coaching trainee and early career teachers, which aims to:

1. Identify what is promising and where there are gaps in the evidence, in order to inform the commissioning of new research.
2. To develop a set of recommendations on effective practice for schools and providers involved in delivering the ECF and ITT Core Content Framework.¹⁴

The findings from this study are being used as part of this project to develop a broader understanding of how early career mentoring works in practice, as well as to inform the priorities for the rapid evidence review, the recommendations for providers and schools, and future NIoT research.

Here, we make some recommendations about the direction of these recommendations and potential future research:

- **Structured mentoring and training:** The survey shows that mentoring is generally found to be beneficial, but that current mentoring practice is very diverse and many mentors would like more or better training. One area for future research would be to explore whether more structured mentoring approaches and training, both within and outside of the ECF, yield a more positive experience for both mentors and mentees.
- **Who should be mentors:** One positive finding is that the mentees who responded to this survey are generally happy with the mentor allocated to them. There is no

¹⁴ Including ECF lead providers, ITT providers, teaching school hubs, and their partner schools.

evidence that having a line manager as mentor reduces the benefits of the mentoring experience. The high prevalence of line manager-mentors is at odds with guidance contained in the Early Career Framework, so it would be worth learning more about why it happens so frequently.

- **More challenging situations:** The study reveals clear places where the mentor-mentee relationship can be more difficult – in particular, small primary schools with little choice of mentor, and mentoring relationships involving an older, career-switching teacher as mentee. It may be possible to develop guidance to support schools in selecting and monitoring mentoring relationships in more complex circumstances, where risk of a poor match is higher.
- **Time and support:** Mentoring can and should be a professionally rewarding experience for the mentors themselves. Responses suggest that many are asked to mentor with an inadequate timetable allowance and without effective training. This is a missed opportunity because, at its best, mentoring enables both mentor and mentee to use their time together to collectively reflect on – and improve – their classroom practice.

Appendix 1 - Project acknowledgements

Project team

- Prof Emerita Bronwen Maxwell (Sheffield Hallam University and independent consultant) – delivering the conceptual review and providing substantive expertise for the other stages
- Prof Andrew Hobson (University of Brighton) – delivering the conceptual review and providing substantive expertise for the other stages
- Catherine Manning (Education & Training Foundation) – delivering the conceptual review
- Prof Becky Allen (Teacher Tapp and University of Brighton) – delivering the current practice research and providing advice for the other stages
- Ian Ford (Teacher Tapp) – delivering the current practice research
- Karen Wespieser – delivering the current practice research
- Jennifer Stevenson (Independent) – synthesis methods expert, leading the rapid evidence review and providing advice on the other stages
- Dr Clara Jørgensen (University of Birmingham) – qualitative synthesis expert, reviewing implementation and process studies as part of the rapid evidence review
- Zsolt Kiss (ZK Analytics) – meta-analysis expert for the rapid evidence review
- A team of research assistants from Durham University's Teaching and Learning Toolkit team – screening and data extraction for the rapid evidence review
- Camilla Nevill (National Institute of Teaching) – commissioning lead, overall project design and management

Expert panel

We would like to thank the expert panel for providing oversight and advice, so as to ensure that the project will be as useful as possible for its audiences:

- Dr Dan Goldhaber (American Institutes for Research)
- Sharon Harrison (Star Academies)
- Prof Tanya Ovenden-Hope (Plymouth Marjon University)
- Natasha Raheem (Dixons Academies Trust)
- Cat Scutt, MBE (Chartered College of Teaching)
- Dr Sam Sims (Institute of Education, University College London)
- Prof Sam Twiselton, OBE (Sheffield Hallam University)

Peer reviewers

Thanks are also due to the following individuals, who acted as internal and external reviewers for the report: Harry Fletcher-Wood, Andrew Hobson, Tanya Ovenden-Hope, Cat Scutt.^[1]^[SEP]

Appendix 2 – Further detail on survey sample and analysis

Sample and robustness checks

While the Teacher Tapp sample can be rebalanced to reflect measured demographic characteristics, it is not possible to rebalance against characteristics that are not measured in the entire population. These include commitment to teaching, interest in educational research, involvement in education communities and so on. To check the extent to which unmeasured characteristics may be causing bias, the following checks are regularly performed:

- Teachers who have been on the panel since 2017 and are likely to be particularly research-active are excluded, to check that they are not materially changing results.
- Teachers who say they are heavily active on education-related social media or who say they blog regularly are excluded, which does not materially change results.
- Selected questions from the OECD TALIS survey, the sole recent random sample of teachers – with a response rate of more than 75 per cent – are asked on the app, to check those findings can be replicated. For this study, it is important to note that the Teacher Tapp experience profile of the weighted sample mirrors that in the OECD's TALIS 2018 sample¹⁵.

To be clear, these problems of representativeness of sample afflict all surveys of teachers, whether they employ random sampling or not. This is because survey response rates are typically very low (5 per cent response rate is very common), so no survey relying on random sampling can unfailingly match population characteristics. For this reason, it is important to triangulate any unusual survey findings against other sources of information, such as concentrated local studies of schools.

Analysis choices

In the analysis, we do not report margins of error to reflect sampling variation. This is because sampling error only represents one source of variation around the extent to which the reported statistics reflect true population values. It cannot reflect variation as a result of bias in response characteristics, variation in how teachers choose to interpret questions and any misremembering of mentoring situations or school circumstances. Given the sample size responses in this study, the sampling maximum margins of error are about 6 per cent for mentee responses and 3 per cent for mentor or leader responses.

¹⁵ See Appendix C in Jerrim, J. and Sims, S. (2019). *The Teaching and Learning International Survey (TALIS) 2018*, Department for Education Research Report, Available at: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/919064/TALIS_2018_research.pdf.

Appendix 3 – Survey questions and responses

Table A1: Survey questions, answers and responses from target group

Target group	Question	Response	Number of responses from target group
All teachers in state-funded schools	Do you personally have a mentor who is a teacher in your school?	Yes, I have been allocated a mentor	717
		No, but there is a teacher I feel is an informal mentor to me	1,525
		No, there is no teacher who is a mentor to me	4,305
		Not relevant / cannot answer	415
	Are you a formal mentor to a teacher in your school?	Yes, I am a mentor to a teacher who has five or fewer years' experience	1,616
		Yes, I am a mentor to a teacher who has more than five years' experience	504
		No, I am not a mentor	4,865
		Not relevant / cannot answer	188
	Mentoring is likely to be most effective if mentors are required to follow a structured programme	Strongly agree	668
		Somewhat agree	3,481
		Somewhat disagree	1,427
		Strongly disagree	364
		I don't know	870
		Not relevant / cannot answer	122
	Imagine you are writing some professional guidance on mentoring. Tick any of the following statements that you feel should be included in a list of IDEAL practice around mentoring:	Mentors should receive training	6,052
		Mentors should have at least five years of teaching experience	3,345
		Mentors should teach the same subject (secondary) or same year group (primary) as their mentees	2,141
		No teacher should be forced to mentor another teacher	5,734
		Teachers should be given a choice as to who their mentor is	2,290
		Mentoring should NOT be carried out by a teacher's line manager	3,702
		None of the above	36
		Not relevant / cannot answer	153

Mentoring and coaching trainee and early career teachers: Current practice survey

All senior leaders in state-funded schools	Which of the following groups of teachers are generally allocated a mentor at your school?	Any pre-qualifying teachers	524
		Those in their first two years of teaching (ie ECTs)	973
		Those with three-five years of experience in the profession	57
		Any more experienced teachers who NEED a mentor will be given one	409
		Any more experienced teachers who WANT a mentor will be given one	243
		Experienced teachers working towards or in leadership positions	189
		All teachers in the school have a mentor	33
		Not relevant - We do not have mentors	37
		Not relevant / cannot answer	24
	Are mentors also line managers of their mentees in your school?	Always	29
		Usually	216
		Sometimes	511
		Rarely	185
		Never	75
		Not relevant - We do not have mentors	32
		Not relevant / cannot answer	36
	Do mentors at your school generally receive training on mentoring before they start their role?	Always	281
		Usually	373
		Sometimes	254
		Rarely	92
		Never	19
		Not relevant - We do not have mentors	32
		Not relevant / cannot answer	31
	Teachers who are MENTORS are typically allocated time for mentoring activity in my school	Yes - more than 1 hour per week / 1 day per half term	158
		Yes - up to 1 hour per week / 1 day per half term	362
		Yes - up to 1 hour every 2 weeks / 1 day per term	104
		Yes - up to 1 hour every 3 weeks / 2 days per year	20
		Yes - up to 1 hour every 4 weeks / 1 day per year	28
		No - they use PPA time	113
		No - there is no specific time	199
		Not relevant - we do not have any mentors	42
		Not relevant / cannot answer	48

Mentoring and coaching trainee and early career teachers: Current practice survey

	Teachers who are MENTEES are typically allocated time for mentoring activity in my school	Yes - more than 1 hour per week / 1 day per half term	216
		Yes - up to 1 hour per week / 1 day per half term	349
		Yes - up to 1 hour every 2 weeks / 1 day per term	95
		Yes - up to 1 hour every 3 weeks / 2 days per year	18
		Yes - up to 1 hour every 4 weeks / 1 day per year	32
		No - they use PPA time	100
		No - there is no specific time	154
		Not relevant - we do not have any mentors	46
		Not relevant / cannot answer	55
	At my school, mentoring activities typically include...	Diagnosing needs and agreeing focus or goals for mentee	778
		Sharing knowledge of best practice about teaching and learning	857
		Observation and feedback	850
		Modelling teaching	677
		Coaching	726
		Facilitating networking/peer learning with other staff	447
		Finding appropriate further professional development opportunities	452
		Formally assessing progress of mentee	399
		Creating a safe and supportive space to talk openly about feelings	555
		Completing partnership or provider administrative tasks and processes	286
		None of these	5
		Not relevant / cannot answer	92
	Are you also the line manager of your mentee (i.e. teacher)?	Yes	484
		No	575
		Not relevant / cannot answer	31
	How much time in total are you allocated for mentoring this teacher?	Yes - more than 1 hour per week / 1 day per half term	132
		Yes - up to 1 hour per week / 1 day per half term	379
		Yes - up to 1 hour every 2 weeks / 1 day per term	121
		Yes - up to 1 hour every 3 weeks / 2 days per year	6
		Yes - up to 1 hour every 4 weeks / 1 day per year	15
		No - they use PPA time	162
		No - there is no specific time	222
		Not relevant / cannot answer	41

Mentoring and coaching trainee and early career teachers: Current practice survey

All those in state-funded schools who say they are a formal mentor to a teacher with less than 5 years of experience	The activities I undertake as a mentor include...	Diagnosing needs and agreeing focus or goals for mentee	872
		Sharing knowledge of best practice about teaching and learning	944
		Observation and feedback	911
		Modelling teaching	712
		Coaching	836
		Facilitating networking/peer learning with other staff	488
		Finding appropriate further professional development opportunities	462
		Formally assessing progress of mentee	489
		Creating a safe and supportive space to talk openly about feelings	715
		Completing partnership or provider administrative tasks and processes	467
		None of these	7
		Not relevant / cannot answer	34
	Are you satisfied with the training you have received in how to be a mentor?	Yes, very satisfied with mentor training	164
		Yes, somewhat satisfied with mentor training	410
		No, training has not prepared me because it was too short	78
		No, training has not prepared me because it was poor quality	105
		No, training has not prepared me because it covered inappropriate topics	59
		No, something else was wrong with the training	61
		No, because I have received no training at all	174
		Not relevant because I do not feel I need any training to be a mentor	43
		Not relevant / cannot answer	59
	Do you feel you are the appropriate mentor for your mentee?	Overall, I feel I am a suitable mentor	900
		It would be better to have closer alignment of subject/Key Stage	46
		It would be better to have a mentor with more years of teaching experience	13
		I feel a different mentor might have had a more productive relationship with the mentee	26
		It would be better to have a mentor with more time to dedicate to the role	110
		I am not the most appropriate person for another reason	15
		Not relevant / cannot answer	41

Mentoring and coaching trainee and early career teachers: Current practice survey

	What are the benefits of being a mentor to YOU?	I have learnt how to be a better mentor	524
		It has enhanced my knowledge and understanding of teaching	557
		It allows me to reflect on my teaching	791
		It has caused me to change my teaching practice	299
		I find supporting other teachers rewarding and/or enjoyable	789
		It has enhanced my wellbeing overall	136
		It is useful for my career progression	371
		I receive payment/salary increment for mentoring	29
		None of the above	53
		Not relevant / cannot answer	39
	Have there been any detrimental effects of being a mentor for YOU?	I have needed to work longer hours	608
		I have had less time for my own professional development	321
		The quality of my own performance at work has suffered due to lack of time, e.g. for planning, marking, administration	174
		The quality of my own performance at work has suffered due to lack of personal focus on myself	68
		I have found mentoring to be quite stressful or frustrating	165
		I feel that being a mentor has damaged my working relationship with the mentee	27
		Another detrimental effect of mentoring not listed here	70
		None of the above	239
		Not relevant / cannot answer	45
	Is your mentor also your line manager?	Yes	100
		No	180
		Not relevant / cannot answer	8
	Are you allocated time for being mentored (and related activities)?	Yes - more than 1 hour per week / 1 day per half term	47
		Yes - up to 1 hour per week / 1 day per half term	115
		Yes - up to 1 hour every 2 weeks / 1 day per term	34
		Yes - up to 1 hour every 3 weeks / 2 days per year	1
		Yes - up to 1 hour every 4 weeks / 1 day per year	4
		No - they use PPA time	32
		No - there is no specific time	46

Mentoring and coaching trainee and early career teachers: Current practice survey

Teachers in state-funded schools with less than five years of experience who say they have a mentor	The activities I undertake as a mentee include...	Not relevant / cannot answer	6
		Diagnosing needs and agreeing focus or goals for mentee	136
		Sharing knowledge of best practice about teaching and learning	122
		Observation and feedback	171
		Modelling teaching	69
		Coaching	97
		Facilitating networking/peer learning with other staff	41
		Finding appropriate further professional development opportunities	63
		Formally assessing progress of mentee	50
		Creating a safe and supportive space to talk openly about feelings	86
		Completing partnership or provider administrative tasks and processes	55
		None of these	17
		Not relevant / cannot answer	46
	To what extent do you feel you have the appropriate mentor for your needs?	Overall, I feel I have a suitable mentor	198
		It would be better to have closer alignment of subject/Key Stage	18
		It would be better to have a mentor with more years of teaching experience	12
		I feel a different mentor might have had a more productive relationship with me	33
		It would be better to have a mentor with more time to dedicate to the role	41
		They are not the most appropriate person for another reason	9
		Not relevant / cannot answer	18
	Which of the following statements are true about the mentoring you receive?	My mentor and I have sustained a productive relationship	209
		We have established goals within the mentoring relationship	141
		I feel that my mentor has facilitated learning and reflection on my own practice	164
		My mentor has provided me with appropriate emotional and psychological support	146
		None of the above statements are true	19
		Not relevant / cannot answer	19
		Enhanced knowledge and understanding of instruction and pedagogy	163

Mentoring and coaching trainee and early career teachers: Current practice survey

	What have been the benefits of having a mentor for you?	Enhanced knowledge and understanding of curriculum/subjects	135
		Enhanced ability to reflect, make judgements and/or decisions	157
		Improved teaching practices	177
		Greater confidence and belief that I can improve as a teacher	184
		Improved wellbeing	127
		Improved chances that I will stay in the profession (or seek promotion)	112
		Another benefit not listed above	17
		None of the above	25
		Not relevant / cannot answer	16
	Have there been any detrimental effects of having a mentor?	I have needed to work longer hours	40
		The quality of my own performance at work has suffered due to lack of time, e.g. for planning, marking, administration	27
		The quality of my own performance at work has suffered due to inability to focus on goals of my own choosing	15
		I have found being mentored to be quite stressful or frustrating	35
		I have lost confidence in my abilities as a result of the mentoring	16
		I feel that being mentored has damaged my working relationship with my mentor	35
		I feel it is more likely I will leave the profession as a result of the mentoring I have received	1
		Another detrimental effect of being mentored not listed here	14
		No detrimental effects	164
		Not relevant / cannot answer	25
Early career teachers	Which year of the ECF were you in last academic year?	Year 1	202
		Year 2 ECF teacher, who also completed Year 1 of ECF (because my school was an early roll out school)	20
		Year 2 ECF teacher, who did not complete ECF during Year 1 (normal roll out school)	8
		Year 2 teacher who is not following ECF framework	20
		Not relevant / cannot answer	37

Appendix 4 – Additional survey responses

Table A2: Responses to “Do you personally have a mentor who is a teacher at your school?” split by phase and year of ECF

		All	Phase		Year of ECF			
		All	Primary	Secondary	Year 1	Year 2 ECF (who also completed Year 1 of ECF)	Year 2 ECF teacher, who did not complete ECF during Year 1	Year 2 teacher who is not following ECF framework
Do you personally have a mentor who is a teacher at your school?	Yes, I have been allocated a mentor	10%	9%	12%	98%	56%	57%	13%
	No, but there is a teacher I feel is an informal mentor to me	23%	22%	24%	0%	26%	43%	44%
	No, there is no teacher who is a mentor to me	66%	69%	64%	2%	18%	0%	43%
	Number of responses	6547	2017	4530	137	13	6	18
	Number of weighted responses	6075	3031	3044	161	12	4	16

Table A3: Responses to “What have been the benefits of having a mentor for you?” split by phase

		All	Phase	
		All	Primary	Secondary
What have been the benefits of having a mentor for you?	Enhanced knowledge and understanding of instruction and pedagogy	54%	55%	53%

	Enhanced knowledge and understanding of curriculum/subjects	47%	50%	44%
	Enhanced ability to reflect, make judgements and/or decisions	58%	57%	59%
	Improved teaching practices	65%	63%	66%
	Greater confidence and belief that I can improve as a teacher	67%	69%	65%
	Improved wellbeing	45%	44%	46%
	Improved chances that I will stay in the profession (or seek promotion)	41%	45%	38%
	Another benefit not listed above	3%	0%	7%
	None of the above	13%	15%	12%
	Number of responses	258	58	200
	Number of weighted responses	199	100	99

Table A4: Responses to “Which of the following statements are true about the mentoring you receive?” split by phase

		All	Phase		Mentor is also line manager	
		All	Primary	Secondary	Yes	No
Which of the following statements are true about the mentoring you receive?	My mentor and I have sustained a productive relationship	77%	71%	83%	67%	82%
	We have established goals in the mentoring relationship	48%	51%	46%	54%	44%
	I feel that my mentor has facilitated learning and reflection on my own practice	56%	50%	61%	48%	59%
	My mentor has provided me with appropriate emotional and psychological support	55%	59%	51%	56%	53%

	None of the above statements are true	9%	9%	10%	16%	6%
	Number of responses	255	57	198	92	160
	Number of weighted responses	199	100	100	73	122

Table A5: Responses to “What are the benefits of being a mentor to YOU?” split by phase

		All	Phase	
		All	Primary	Secondary
What are the benefits of being a mentor to YOU?	I have learnt how to be a better mentor	51%	48%	55%
	It has enhanced my knowledge and understanding of teaching	53%	50%	56%
	It allows me to reflect on my teaching	77%	73%	81%
	It has caused me to change my teaching practice	27%	20%	33%
	I find supporting other teachers rewarding and/or enjoyable	78%	77%	79%
	It has enhanced my wellbeing overall	12%	8%	15%
	It is useful for my career progression	40%	44%	37%
	I receive payment/salary increment for mentoring	3%	2%	4%
	None of the above	6%	9%	4%
	Number of responses	1017	275	742
	Number of weighted responses	973	470	503

Table A6: Responses to “Have there been any detrimental effects of being a mentor for YOU?”

		All
		All
Have there been any detrimental effects of being a mentor for YOU?	I have needed to work longer hours	61%
	I have had less time for my own professional development	34%
	The quality of my own performance at work has suffered due to a lack of time, e.g. for planning, marking, administration	19%
	The quality of my own performance at work has suffered due to a lack of personal focus on myself	8%
	I have found mentoring to be quite stressful or frustrating	16%
	I feel that being a mentor has damaged my working relationship with the mentee	3%
	Another detrimental effect of mentoring not listed here	7%
	None of the above	23%
	Number of responses	1011
	Number of weighted responses	955

Table A7: Responses to “Are mentors also line managers of their mentees in your school?” split by phase

		All	Phase	
		All	Primary	Secondary
Are mentors also line managers of their mentees in your school?	Always	3%	3%	2%
	Usually	22%	24%	19%
	Sometimes	47%	46%	50%
	Rarely	17%	15%	20%

	Never	8%	8%	8%
	Not relevant – We do not have mentors	3%	4%	2%
	Number of responses	1048	542	506
	Number of weighted responses	994	607	386

Table A8: Responses to “Are you also the line manager of your mentee (i.e. teacher)?” split by phase

		All	Phase	
		All	Primary	Secondary
Are you also the line manager of your mentee (i.e. teacher)?	Yes	41%	37%	45%
	No	59%	63%	55%
	Number of responses	1059	296	763
	Number of weighted responses	1017	503	515

Table A9: Responses to “Is your mentor also your line manager?” split by phase

		All	Phase	
		All	Primary	Secondary
Is your mentor also your line manager?	Yes	40%	40%	39%
	No	60%	60%	61%
	Number of responses	280	61	219

	Number of weighted responses	212	105	107
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Table A10: Responses to “Imagine you are writing some professional guidance on mentoring. Tick any of the following statements that you feel should be included in a list of IDEAL practice around mentoring?” split by phase

		All	Phase	
		All	Primary	Secondary
Imagine you are writing some professional guidance on mentoring. Tick any of the following statements that you feel should be included in a list of IDEAL practice around mentoring	Mentors should receive training	90%	89%	91%
	Mentors should have at least five years of teaching experience	53%	58%	48%
	Mentors should teach the same subject (secondary) or same year group (primary) as their mentees	30%	19%	41%
	No teacher should be forced to mentor another teacher	86%	87%	85%
	Teacher should be given a choice as to who their mentor is	34%	33%	36%
	Mentoring should NOT be carried out by a teacher's line manager	54%	52%	57%
	None of the above	1%	1%	0%
	Number of responses	6414	2025	4389
	Number of weighted responses	6137	3106	3030

Table A11: Responses to “Do mentors at your school generally receive training on mentoring before they start their role?” split by phase

		All	Phase	
		All	Primary	Secondary
Do mentors at your school generally receive training on mentoring before they start their role?	Always	26%	24%	28%
	Usually	36%	37%	34%
	Sometimes	24%	23%	25%
	Rarely	9%	10%	9%
	Never	2%	2%	2%
	Not relevant – We do not have mentors	3%	4%	2%
	Number of responses	1051	548	503
	Number of weighted responses	998	615	382

Table A12: Responses to “Are you satisfied with the training you have received in how to be a mentor?” split by phase

		All	Phase	
		All	Primary	Secondary
Are you satisfied with the training you have received in how to be a mentor?	Yes, very satisfied with mentor training	13%	11%	14%
	Yes, somewhat satisfied with mentor training	41%	43%	39%

Mentoring and coaching trainee and early career teachers: Current practice survey

	No, training has not prepared me because it was too short	8%	7%	9%
	No, training has not prepared me because it was poor quality	11%	10%	12%
	No, training has not prepared me because it covered inappropriate topics	7%	7%	7%
	No, something else was wrong with the training	7%	7%	6%
	No, because I received no training at all	19%	19%	18%
	Not relevant because I do not feel I need any training to be a mentor	4%	3%	4%
	Number of responses	1011	272	739
	Number of weighted responses	946	449	497