

A classical painting depicting a young man on the left and an older man on the right. The young man is dressed in a white tunic and a brown cloak draped over his left shoulder. He is looking towards the older man. The older man has a white beard and is wearing a white tunic with a patterned border. He is gesturing with his right hand towards the young man. The background is dark and textured. The signature 'Fehrsch' is visible in the bottom left corner of the painting.

**"Making
Mentorship Work"**
**New Headteacher
Mentoring in Kent**

Kent Mentor Scheme for New Headteachers

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Kent Mentor Scheme for New Headteachers

1. Introduction

Formal mentoring schemes for new headteachers were introduced nationally in 1992. Since 2001, Kent has supported headteachers through a Headteacher Induction Programme, which includes a mentor during the first year of headship.

Kent's new headteacher mentors have been recruited on an ad-hoc basis and have been allocated by governing bodies, diocese, local authority officers, out-going headteachers and unions. New headteacher mentors have volunteered and been delighted to support a new headteacher. Although several New Headteacher Mentors have had excellent general mentor training many others have had no training at all.

The Kent Mentor Scheme for New Headteachers sets out a more formal set of procedures that will bring consistency to the recruitment, training and allocation of mentors for new headteachers. It will provide high quality support for new headteachers complementing Kent's highly successful Headteacher Induction Programmes and the National College Early Headship Programme.

2. Vision and Aim

The Kent Mentor Scheme for New Headteachers will be a high quality provision that compliments the Headteacher Induction Programme. The scheme also offers the provision of a mentor to acting headteachers, academy principals and heads of school in federations (by agreement of the executive headteacher). The scheme will ensure that these colleagues are regularly supported by experienced and well trained headteacher mentors. The scheme will also provide personal support that will enable the new headteacher to meet the demands of the role. The aim is to ensure that new headteachers are able to become highly functional leaders of their communities within the first year by feeling valued and supported by their mentors.

3. Objectives

- to create a database of mentors that have a proven track record of high quality leadership
- to provide training for mentors that will enable them to advise and support new headteachers to become confident, independent and innovative leaders
- to set up an evaluation process of the scheme that helps the mentors to develop their skills for the benefit of new headteachers
- to set out a clear set of expectations for both the mentor and new headteacher
- to provide guidelines for Governing Bodies and Local Authority Officers for the allocation of mentors prior to new headteachers taking up an appointment
- to establish the funding mechanisms to support the scheme

4. Qualities and Attributes of Mentors

Mentors should:

- have been in post as a headteacher for at least three to five years
- be experienced, knowledgeable, supportive reliable and flexible (National College)
- possess good social and emotional intelligence with the ability to 'enable' rather than 'tell'
- be open to new ideas and innovations
- be fully aware of current Kent strategies
- be able to build trust in the relationship by providing total confidentiality

5. Recruitment to the Kent Mentor Scheme for New Headteachers

Recruitment of mentors will be open and transparent through advertising the training on the e-bulletin and by way of other promotional sources.

5.1. Criteria for Recruiting Mentors

- mentors must have received formal training provided by the Local Authority
- mentors must be serving or recently retired headteachers, who have left their post within the last twelve months
- the mentor's school must have a good track record and received an 'outstanding' or 'good' Ofsted judgement for leadership and management
- the mentor must have been recommended to the Leadership Strategy Group by a Local Authority Officer

6. Allocation of Mentors to a New Headteacher

Please see procedural flowchart in Appendix 1.

6.1 Process of Allocation

- it is strongly advised that the allocation should be made as soon as possible following appointment, so that the new headteacher can seek support from the mentor prior to taking up the appointment
- the lead officer / professional adviser will advise the governing body of the support for a new headteacher, provided by the local authority, through the Headteacher Induction Programme and Mentor Scheme
- the appointment of the mentor will be from the database of new headteacher mentors and will be allocated by the leadership adviser / mentoring lead who will inform the new headteacher of the proposed mentor

6.2 Guidelines for Allocation

There may be exceptional circumstances but we strongly advise that the allocation of a mentor for a new headteacher should:

- always be from the Mentor Scheme Database
- not have any previous working relationship with new headteacher (e.g. ex-headteacher / deputy headteacher relationship)

Further consideration should be given to matching a mentor with the needs of the new headteacher and needs of his/her school based on the following:

- challenging circumstances
- the model of leadership, for example, heads of schools in federations should be allocated a mentor with federation experience
- although it is not critical a mentor from a specific type of school such as grammar, high, faith etc. should be seriously considered
- specific issues related to finance, personnel, BSF etc.
- a mentor should be someone who was not previously associated with local school of the new headteachers

Lead officers and professional advisers should not recommend a mentor who does not have the capacity in their leadership team at their current school or if they have major issues to address such as financial resource issues, OFSTED category or reorganisation.

7. Expectations of Mentors and New Headteachers

Mentors should agree to:

- a formal one year mentoring relationship
- at least three half day sessions or equivalent to take place through the course of the year
- be proactive in arranging meetings by ensuring they have clear diary dates for next meeting
- be available by telephone or e-mail to respond to urgent requests from the new headteacher

New Headteachers:

- should contact the mentor to arrange their first meeting, which will be held at the new headteacher's school
- should expect to resolve their own issues after receiving advice from the mentor
- should not expect mentors to solve problems
- use the meetings to test out ideas, initiatives and developments

8. Annual Meetings for Mentors and Evaluation of the Scheme

An annual meeting, to be held in summer terms, will be provided to evaluate the Kent Mentor Scheme for New Headteachers, particularly in relation to recruitment and allocation of mentors. This will also be an opportunity to share experiences and discuss the needs of the current year's new headteachers and the implication this will have for the forthcoming cohort. In addition this meeting will be an opportunity for sharing updates on NCSL developments, consider the fixed agendas of the current year and agree agendas for following year. A report will also be presented on the New Headteacher Induction Programme for the current year and plans for the next year.

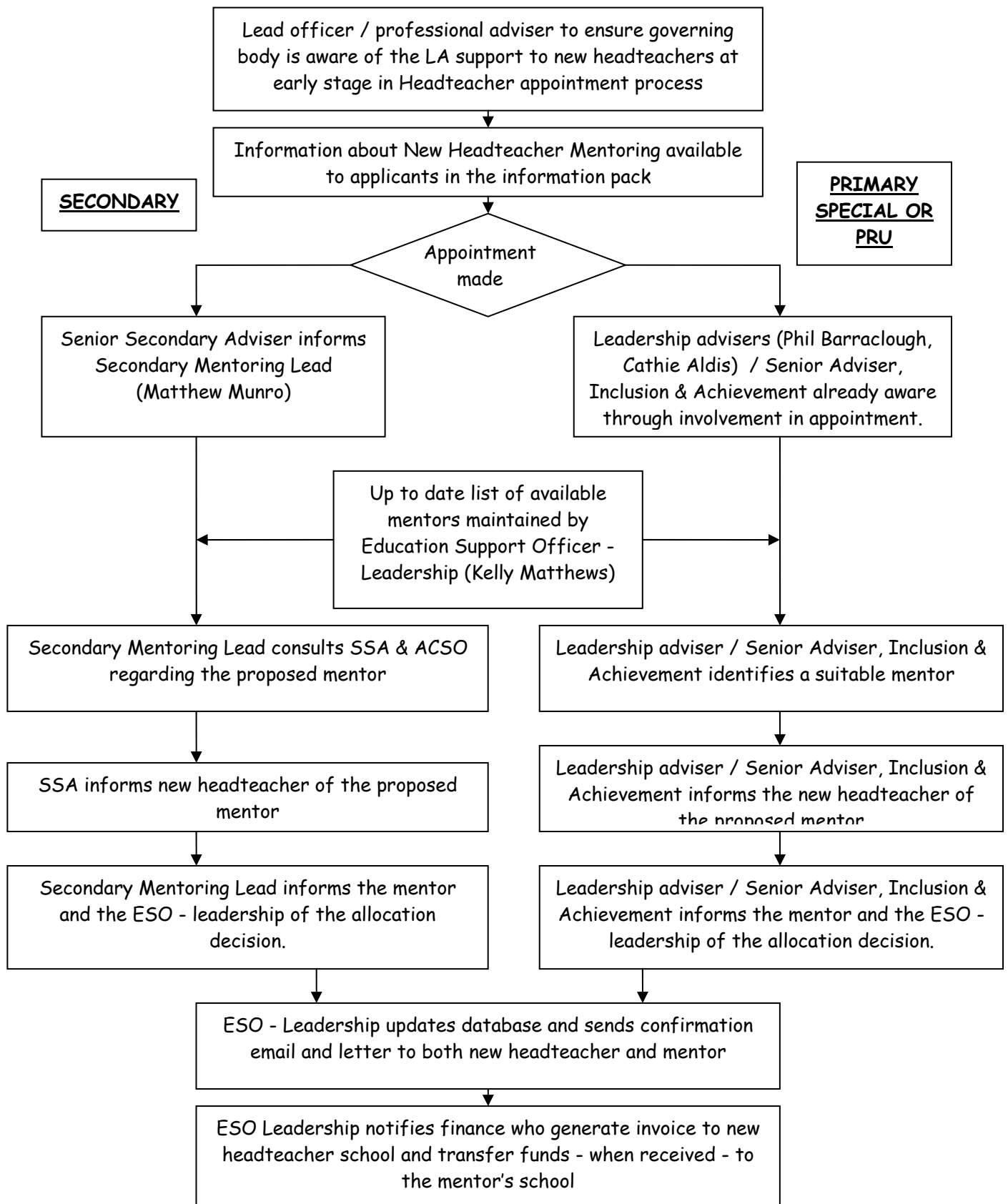
9. Funding for the Kent Mentor Scheme for New Headteachers

A fee of £500 is applied for the provision of a mentor; this includes travel, any other cover costs and meeting the expectations of the Mentoring Programme as set out in section 7. The fee should be met through the Early Headship Programme grant, which is available from the National College until 31 March 2010, thereafter it is the responsibility of the new headteacher's school to meet the cost through other sources of funding. ASK will send an invoice for £500 to the new headteacher's school. Once the payment has been made, ASK will release the funding to the mentor's school.

If you have any questions regarding the Kent New Headteacher Mentoring Programme, please contact Kelly Matthews by email, Kelly.matthews@kent.gov.uk or by telephone, 01622 696301.

Appendix A

New Headteacher Mentoring - Process from start of headteacher appointment process.



Appendix B

Making it Work

What is mentoring?

Mentoring is often seen as an umbrella term covering a range of development activities. The original definition comes from Homer's *Odyssey*, where Mentor was the teacher entrusted by Odysseus to tutor his son, Telemachus. Based on this description, we have been provided with an image of the wise and patient counsellor serving to shape and guide the lives of younger colleagues.

Definitions of mentoring can also be found in business and other professions such as medicine,

"Mentoring may be summarised as the voluntary process whereby an experienced, highly regarded, empathic individual (the Mentor) guides another individual (the Mentee) in the examination and development of their own ideas and learning, both personal and professional. This is achieved by listening and talking in confidence."

(North of Scotland, *General Practice Mentoring Scheme*, 2002)

This definition has three important elements:

- that the mentor is a volunteer
- that he/she should act as a 'guide', and
- that listening and talking is the mechanism by which mentoring takes effect

Clutterbuck (1992) states that:

"A mentor is a more experienced individual, willing to share his/her knowledge with someone less experienced in a relationship of mutual trust."

Benefits of mentoring

The potential benefits for new headteachers, of participating in headteacher mentoring, are reported to include:

- reduced feelings of isolation
- reduced stress and frustration/therapeutic benefits
- increased confidence and self-esteem
- the opportunity to reflect on the new role
- an accelerated rate of learning
- professional growth
- improved personal skills, including communication/political skills
- improved technical expertise/problem analysis

- support in relinquishing any previous professional identity
- friendship

Key skills for mentors

Research indicates that new heads/mentees who have been mentored are appreciative of:

- mentors who provided practical advice and assisted them in solving problems
- mentors who served as a constant resource
- mentors who brokered linkage with resources or people
- mentors who acted as a sounding board and provided opportunities to share ideas and discuss concerns and uncertainties
- mentors who provided emotional support and reassurance within an informal and friendly relationship
- mentors who possessed sensitivity and good communication skills
- mentors who had administrative expertise
- mentors who had a good knowledge of the school system
- the opportunity to arrive at considered rather than precipitate action
- opportunities to let off steam
- opportunities to share resources and materials
- opportunities to undertake site visits

Qualities and attributes of a successful mentor

Grover (1994) indicated that effective mentors were seen as being

- knowledgeable
- experienced
- supportive
- reliable
- flexible
- accessible
- trustworthy

In addition the following attributes are also important:

- empathy
- being a good listener
- enabling

Appendix C

The Training Programme for New Headteacher Mentors

Mentor training

Effective mentoring programmes will only come about as a result of effective mentor training. It is important that mentors should receive training in adult development and be fully prepared for the possible extent of the relationship. The necessity for mentor training is sharpened by Southworth's (1995) warning that advice from long experienced headteachers could lead to the reinforcement of traditional role expectations rather than the rethinking of approaches.

Aims and purpose of the programme

The aims and purpose of the programme are therefore to ensure that effective mentor training takes place in order to support Kent's new headteachers. Mentors will be allocated according to the recommendations made in section 6 of this document.

Proposals

We propose half a day training for Headteacher Mentors which clarifies expectations, provides training and establishes the network as a source for mentors. Prior to the day the mentors will be expected to ensure they have up-to-date knowledge of "The National Standards for Headteachers".

Key Focus Areas for mentors

Teaching and Learning

- the standards agenda
- target-setting
- pupil tracking
- data analysis
- National Curriculum
- National Strategies
- Pedagogy
- "The irresistibility of learning"
- Pupil engagement
- Barriers to learning - behaviour
- Expectations
- Quality Assurance (monitoring)
- The whole child (E.C.M.)
- Act of Worship/Assemblies

Personnel

- Recruitment (including Safeguarding /CRB)
- Competency and Capability and Grievance Procedures
- CPD
- Performance Management/Threshold
- Creating and sustaining a team
- Managing change
- Staff absence
- Staff wellbeing (health/stress)
- Equal opportunities
- Staffing Resources PPA
- Professional Associations
- Students/Work Experience
- Succession Planning
- Protecting your staff
- Specifics for groups e.g.
- Staffing structure
- Induction for NQT
- Workforce Reform
- Governance
- Maternity and Long-term Sick leave
- Occupational Health

Compliance and Legislation

- Community or Foundation status
- Personnel matters
- Child Protection
- Fire Protection
- Internet Safety
- E.C. rules and regulations
- Misappropriation of funds
- CRB
- Employment
- Parental Rights & Parental Responsibilities
- School Teachers' Pay and Conditions

Premises

- Health & Safety
- Eco Schools
- Sustainable schools Framework
- Disaster Recovery Plan
- Insurance
- Training
- Cleaning
- Catering
- Site Security
- Site Maintenance
- Disability
- Lettings and Community Use
- Energy Efficiency
- Landlord & Tenant responsibilities
- Project management
- Grounds maintenance
- The environment as a learning resource

Finance

- Balancing the Budget
- Staffing and Curriculum costs
- Audit Procedures
- FMSiS
- Legalities of administrating public f
- Forward planning
- Bids and other funding sources
- Budget Returns and Monitoring
- Pay Policy
- Knowledge of Kent Scheme for Supp
- Pay and Differentials

"Beyond the School Gate"

- Local Trusts
- Community
- LA
- Diocesan
- SSAT (Specialist Schools and Academies Trust)
- Multi-agency
- NCSL
- FE and H.E.
- Pre-School Providers
- International links
- DCSF

"Making your mark"

- The vision
- School plan
- SEF
- Stakeholders
- Marketing/Publicity
- Being a role-model
- Leaving the staffroom behind
- Developing Leadership skills
- Planning your year - what and when
- Time for reflection
- Prioritising
- Strategic more than Operational

Appendix D

Pre-reading

Prior to the start of Mentor training, it is suggested that potential mentors make themselves familiar with the National Standards for School Leadership.

Suggested reading includes:

It's Good to Talk - An Enquiry into the Value of Mentoring as an Aspect of Professional Development for New Headteachers (NCSL)

<http://www.ncsl.org.uk/media-753-bf-its-good-to-talk.pdf>

Mentoring and Coaching for New Leaders (NCSL)

<http://www.ncsl.org.uk/media-754-20-mentoring-and-coaching-for-new-leaders.pdf>

Issues for Early Headship - Problems and Support Strategies (NCSL)

<http://www.ncsl.org.uk/media-756-df-issues-for-early-headship-problems-and-support-strategies.pdf>