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**Mentor QA**

**QA of the Mentoring for ITT Placements Academic Year 2023-24**

This document acts as a record of professional dialogue between a school-based Mentor (Expert Colleague) and a UPT, PPL or UPL. Co-construction is encouraged and key/summary points are recommended for completion. Please see Annex 1 for reference to mentor standards.

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| Date: | Mentor (Print & Sign): | School (Name and Postcode): |
| UPT/PPL (Print & Sign): | Course/Placement: | Mentor Subject Specialism/s:  |
| Student name (as necessary): | Personal Tutor: | Intervention Plan YES ​☐​ NO ☐​  |

**Maintain- Mentor Development (Standard 4)**

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| --- | --- |
| **Types of School Mentor Training & Development (Mentor Standard 4)** | **Date last completed** |
| Primary Initial IMT with UoC /another provider |  |
| Primary Update MT online/1:1 |  |
| Primary Virtual Briefing 21-22- Staged expectations |  |
| Primary Virtual Briefing Curriculum Depth and Breath 22-23 |  |
| Primary ITT curriculum Target Setting 22-23 |  |
| Primary- Essential Enhancement module- Challenging Disadvantage Together 23-24 |  |

*(Information from the tables above will be recorded by the Placement Unit team)*

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| What other development, training, QA dialogue has been offered or shared by UoC staff to school-based colleagues?  |     |
| How has mentor training, development & briefing impacted on mentor practice?  |  |
| Is there any further mentor/professional development the UoC Partnership could support you with?  |     |

**Touch Point Context**

**Please indicate which of the 1-5 below was included in this QA & moderation discussion:**

© = Compulsory QA element N/C= Not compulsory- support and development added where needed.

**1**. Lesson Observation (N/C) YES [ ]  NO [ ]

**2.** Joint Observation (30 mins approximately) (N/C) YES [ ]  NO [ ]

**3.** Discussion with Mentor/Class teacher/Headteacher © YES [ ]  NO [ ]

**4.** Scrutiny of Placement Folder © YES [ ]  NO [ ]

**5.** Discussion/Feedback with Student and/or Mentor © YES [ ]  NO [ ]

**Ensuring Student Entitlement (Mentor Standard 2)** *(see Annex1 for further detail).*

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| Do you provide/exceed the minimum entitlement for your student during this placement? YES [ ] *For example:** *Mentor appropriately trained / updated.*
* *Mentor provides training, reading and modelling of good practice supported by recent, relevant research with opportunities to enact and build on learning from ITT curriculum, provision of teaching time appropriate to placement (whole class and small group), opportunities to observe expert colleagues, subject/area range and coverage for observation and teaching, timetabled non-contact time.*
* *Mentor knowledge of student ITT curriculum.*
 |
| Summary of practice: | Next steps (where necessary): |

**Provision of Mentoring / Support (Mentor Standards 1 and 2)** *(see Annex1 for further detail).*

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| Does your mentoring support your student’s development and ensure that children progress? YES [ ] *For example:** *Support in building positive professional relationships, Student aware of their own areas for development and reviews/assessments/feedback/targets align to staged expectations/TS assessment grids.*
* *Weekly Reviews are a two-way dialogue about student development, pupil progress and mentor support,.*
* *Opportunities and support are provided to enact learning about assessment and pupil progress to plan/inform/adapt sequences of learning, create pupil profile and track pupil progress*
* *Mentor co-develops high quality ITT curriculum led targets matching staged expectation/ end point assessment phase.*
 |
| Summary of practice: | Next steps (where necessary): |

**Moderation of Student Progress (Mentor Standards 3 and 4)** *(see Annex1 for further detail).*

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| Is the student on trajectory for passing both placement and file and to achieve QTS? YES [ ] *This is a decision informed by an ongoing process throughout the placement, which is consolidated through Student and Mentor QA documents to inform a final assessment at the end of placement and the writing of a placement report. Regular file checking and reviewing of student progress and evidence in relation to the Staged Expectations for their specific placement (located in placement specific assessment document) contribute to this process*  |

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| --- | --- |
| **B&D Phases: Domain/s of ITT learning** | **Mentor’s Actions to Support Trainee/ Summary of key targets set** |
|  |  |
| **E PHASE: Teachers’ Standard/s** | **Mentor’s Actions to Support Trainee/ Summary of key targets set** |
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**UPT Summary:**

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| UPT response/actions (where appropriate): |

**Annex 1**

**The QA process is mapped to National Mentoring Standards (NTSC 2016)**

A mentor (or Expert Colleague) is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training.

Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

The Standards below set out the minimum expectations for those working as school-based ITT mentor.

**The Mentor Standards**

**Standard 1 - Personal qualities**

**Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training**

**The mentor should:**

• Be approachable, make time for the trainee, and prioritise meetings and discussions with them;

• use a range of effective interpersonal skills to respond to the needs of the trainee;

• offer support with integrity, honesty and respect;

• use appropriate challenge to encourage the trainee to reflect on their practice; and

• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

**Standard 2 – Teaching**

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

**The mentor should:**

* support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
* support the trainee in developing effective approaches to planning, teaching and assessment;
* support the trainee with marking and assessment of pupil work through moderation or double marking;
* give constructive, clear and timely feedback on lesson observations;
* broker opportunities to observe best practice;
* support the trainee in accessing expert subject and pedagogical knowledge;
* resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;
* enable and encourage the trainee to evaluate and improve their teaching; and
* enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

**Standard 3 – Professionalism**

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

**The mentor should:**

• encourage the trainee to participate in the life of the school and understand its role within the wider community;

• support the trainee in developing the highest standards of professional and personal conduct;

• support the trainee in promoting equality and diversity;

• ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and

• support the trainee to develop skills to manage time effectively.

**Standard 4 – Self-development and working in partnership**

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

**The mentor should:**

• ensure consistency by working with other mentors and partners to moderate judgements; and

• continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.