**National standards for school-based initial teacher training (ITT) mentors (July 2016)**

**Secondary Response**

Preamble

A mentor 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.

Headteachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors. The Standards below set out the minimum expectations for those working as school based ITT mentor.

Professional Mentors at settings are responsible for the selection and management of Curriculum Mentors, ensuring they have the appropriate personal qualities, experience and skills to work effectively with trainee teachers. The PM also monitors the training undertaken by CMs to check that training is up to date and in line with University expectations.

 **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.

Visiting Tutors monitor the training received by trainees to ensure the trainee is making progress, being appropriately supported and achieving.

Joint observations with CMs are an integral part of the CM training process.

PQOs work with PMs and trainees to quality assure the training at Professional Practice, addressing concerns as they arise.

Trainee evaluation and feedback informs the SERIM process and ”cause for concern” CMs are identified and appropriate strategies put in place to address any concerns.

Reflection is built into the training at settings; each lesson is evaluated and weekly CM meetings identify areas for reflection, development and set targets for further progress.

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.

All mentors have access to Programme and Placement handbooks (via the external website) which include current reading and research pertinent to every area of training required by the trainee.

Trainees share their profiles and any EOP Targets prior to commencing their professional practice.

An initial visit at the setting is used to train and update the mentor and discuss the training needs of the trainee teacher at the start of their professional practice.

Visiting Tutors make use of a structured checklist to discuss training and progress of trainee teachers at every visit.

CMs attend training at EHU in a variety of ways including CM Training Sessions (twilights), Partnership Conferences and Subject Network meetings.

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.

The CM coordinates the timetable for the trainee ensuring opportunities to engage across the curriculum and the wider life of the school as a community are included in the training plan. (eg Form Tutor role, PSHEE, Parent’s Evenings, extra-curricular opportunities).

A comprehensive programme of professional studies is put in place by the Professional Mentor, covering professional expectations of the teacher, safeguarding policies and practice, inclusion and SEND policies and practice, other policies such as behaviour management, etc.

PM and CM model best practice regards time management and support the trainee to design and deliver appropriate lesson plans in a timely manner for scrutiny and feedback prior to delivery

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.

CMs and PMs regularly deliver at the University to assure the relevance and currency of the training all trainee teachers receive.

Subject Networks (meeting once per term) provide robust opportunities for mentor collaboration and effective CPD.

PMs engage with the Partnership Development Group to support the design and delivery of training (training calendar) and reflect and review training.