



Secondary ITT Mentor Welcome Pack

Contents

<u>Mentoring a Trainee Teacher</u>	3
<i><u>Introduction</u></i>	3
<i><u>The Mentoring Role</u></i>	3
<u>The Mentoring Approach</u>	3
<i><u>ONSIDE Mentoring</u></i>	3
<i><u>Educative Mentoring</u></i>	4
<u>Mentoring Qualities, Skills and Experience</u>	4
<u>Roles and Responsibilities on the ITT programme</u>	7
<u>Contact Points</u>	15
<u>Contacts</u>	15

Mentoring a Student Teacher

Introduction

Thank you for agreeing to take the role of in-school mentor to a Student Teacher on the Secondary Initial Teacher Training (ITT) programme.

These materials have been produced by Best Practice Network (BPN) to guide and support you in your role.

Electronic copies of all the documents you will need can be found on Canvas or Mosaic. Accounts will be created for you on Canvas and Mosaic so that you can access the sites to download the latest versions of the documents you need during the year.

The Mentoring Role

ITT providers are required to establish a professional network of well-trained and expert mentors with a deep understanding of the Student Teacher curriculum, the relevant research base which informs it, and their role in supporting its delivery and practice.

BPN has developed a fully resourced mentor curriculum that aligns with the Student Teacher curriculum. We will ensure that you have a secure understanding of the curriculum content that Student Teachers will cover through short videos, access to curriculum materials, Q and A sessions and Sharing Best Practice Meetings (SBP) meetings led by our Lead Mentors. You will develop an approach to mentoring based on the best available evidence so that Student Teachers receive clear and consistent mentoring and support from mentors and other expert colleagues throughout their initial teacher training.

The Mentoring Approach

The programme allows for a range of mentoring approaches to be used as directed by the school, and/or individual mentor. We recommend the use of Hobson's ONSIDE Mentoring model. The programme provides an evidence-informed pathway for mentor development that is designed to minimise any associated workload pressures.

Mentors will be guided through both self-directed study materials and training in an online learning community, leading to a deeper understanding of mentoring approaches and effective mentoring for ITT Student Teachers. Through this training, mentors can prepare to meet the mentoring competencies as outlined in the Mentor Development Review (MDR).

The approach to mentoring embedded within the programme draws from two complementary frameworks: ONSIDE mentoring and educative mentoring.

ONSIDE Mentoring

ONSIDE mentoring aims to be:

- offline—separated from line-management and non-hierarchical
- non-evaluative—and non-judgmental

- supportive—of mentees’ psychological needs and well-being
- individualised—tailored to the specific and changing needs of the mentee
- developmental—and growth orientated through appropriate challenge
- empowering—progressively non-directive to support autonomy and agency.

The seventh imperative of ONSIDE mentoring is that, as the mnemonic implies, mentors are first and foremost on the side of—allies, champions and advocates for—their mentee.

Educative Mentoring

Educative mentoring is based on a vision of teachers as learners and the classroom as a site of inquiry, and on collaborative principles that involve building knowledge together about teaching and learning. The development of alternative beliefs and viewpoints is facilitated alongside collecting and assessing high quality evidence that is professionally relevant to the novice teacher.

Key educative mentoring activities can be summarised as;

Mentoring as situated inquiry: Teaching is viewed as a process of inquiry where teachers learn in and from teaching. Different approaches to practice are trialed and disciplined talk between mentors and mentees is used to focus on a problem of practice.

Mentoring as joint work: Mentors and mentees are co-learners, engaged in social activities that have meaningful products; mentees learn from doing and talking about work together. The expertise of both partners is used to develop new teaching ideas, each partner revises previous ideas and conceives new ones that they would not have developed working on their own.

Mentoring as ‘thinking aloud’: articulation of the reasoning behind teaching: Mentors make visible and explicit what is usually invisible and implicit by articulating thoughts, questions and wonderings during co-planning and by making reflections on their own teaching visible. Mentoring as a practice that foregrounds pupil learning: Lesson observations and debriefing are focused on pupil learning needs and goals. Pupil thinking and work is used as a source of knowledge about teaching and learning.

Mentoring as a ‘bi-focal’ practice: addressing the long-term goals of novices as well as short-term concerns: Mentors try to work out what novices need to learn and use a combination of showing and telling, asking and listening in order to pinpoint problems of practice.

Specific ‘high leverage’ practices are identified in order to help the mentee to learn that practice and transfer the skills. Dialogue transitions from specific events in the classroom to larger teaching issues and mentors make use of a repertoire of ‘mentoring moves’ both inside and outside the act of teaching.

ONSIDE mentoring will be used in weekly mentor meetings throughout the programme and will be particularly emphasised in the early part of the training. This approach will be complemented by drawing from educative mentoring, which will be particularly emphasised as mentors become more confident in their mentoring practice. These mentoring approaches are discussed in more detail in the pre-deployment training.

Mentoring Qualities, Skills and Experience

ITT providers need to ensure that mentors have the time, resources, and the support of their school to discharge the requirements of their role. BPN will consider the prior learning of their individual mentors in

determining the exact emphasis of the mentor training. BPN will not require mentors to repeat any training but will adapt the delivery of the mentor training curriculum to meet individual needs. Where specific material has already been covered, this may include a reduction in the total hours of training required. Please see the table below for the minimum time allocations for each aspect of the ITT programme.

Minimum Time Allocations

ITT Minimum Time Allocations	Postgraduate Teacher Training
Minimum weeks in school placements (general placements only, excludes intensive training & practice)	24 (120 days)
Minimum weeks of intensive training & practice (in addition to general school placements, does not need to be delivered in a single block)	4 (20 days)
Minimum hours in classrooms (including observing, teaching, co-teaching, etc.) each week during general school placements	15 on average (average of 3 per day)
Minimum hours mentoring each week during general school placements	1.5
Minimum planned and supported hours per week during intensive training & practice*	25 (average of 5 per day)
Minimum hours of expert support per Student Teacher per week during intensive training & practice**	5 (average of 1 per day)
Minimum hours initial training time for in school mentors	20
Minimum hours initial training time for lead mentors	30
Minimum hours annual refresher training for in school mentors	6
Minimum hours annual refresher training for lead mentors	12

* This means 25 hours of the Student Teachers' time during this intensive training & practice period must be planned activity, but that does not necessarily mean that the expert must directly lead delivery of all 25 of these hours. The 25 hours should be a full and demanding timetable, which may include expert input, group work, lesson preparation, lesson delivery, observation, and feedback.

**This expert support time does not need to be 1:1 and may take place in groups

Qualities, skills, and experience

Mentors will usually:

- be experienced phase/subject specialists so that Student Teachers can learn the best evidenced ways of teaching their subject or phase and are enabled to apply the general principles set out in the [Initial Teacher Training and Early Career Framework \(ITTECF\)](#)
- be enthusiastic and skilled teachers with excellent knowledge of pedagogy, their phase and/or their subject specialism.

- provide a highly supportive but challenging learning environment for Student Teacher teachers
- have a clear understanding of teacher learning and development
- develop a culture of support and dialogue
- encourage ITT Student Teachers to critically consider the complexity of teaching and learning and not feel there is one 'right' way to teach
- be committed to their own learning and development
- ensure in-school experiences are seamlessly coherent with the training curriculum, with opportunities for purposeful practice of the key concepts and high-quality feedback.
- encourage ITT Student Teachers to reflect on their own practice and the practice of others
- focus on the capabilities, well-being and potential of the Student Teacher

Roles and Responsibilities on the Secondary ITT Programme

Key Area	Student Teacher	In-school Mentor	Class teacher/s (if not the Mentor)	Lead Mentor (LM)	Personal Tutor (PT)
Professional conduct	<p>To meet PPC requirements, follow Best Practice Network's Learner Code of Conduct and school policies and procedures relating to professional conduct, attendance, and punctuality.</p> <p>To demonstrate initiative, responsibility, and appropriate conduct.</p> <p>To actively participate as a team member within the subject department and wider school.</p>	<p>To provide a comprehensive induction on school process and procedure (including safeguarding) to all Student Teachers.</p> <p>To monitor and actively consult colleagues on the progress and development of the Student Teacher in their respective class/es.</p> <p>To liaise with the PT with respect to the Student Teacher's conduct, welfare, progress, reviews and ability to meet targets by set deadlines.</p> <p>To act as professional witness, carrying out observations and professional discussions and providing witness</p>	<p><i>To monitor the professional conduct of the Student Teacher in their class</i></p> <p><i>To pass on any concerns regarding their progress or conduct to the Mentor.</i></p>	<p>To oversee Student Teacher progress throughout the year and identify interventions or adaptations, as required.</p> <p>To oversee and supervise Mentor activity.</p> <p>To organise Mentor team meetings.</p>	<p>To check placements are arranged and attended.</p> <p>To conduct an initial face to face visit to the school during the Welcome Week.</p> <p>To liaise with the Mentor with respect to the Student Teacher's conduct, welfare, progress and ability to meet targets by set deadlines.</p> <p>To monitor and actively consult colleagues on the progress and development of their Student Teachers.</p> <p>To carry out reviews to include; Safeguarding, Health and Safety, British Values, Prevent</p>

		testimonies for the skills and behaviours required for the apprenticeship.			and Equality & Diversity, in liaison with both the Student Teacher and the mentor on each visit (apprentices only).
Self-Evaluation	<p>To complete English and Maths initial assessments on BKS.B.</p> <p>To engage with self-reflection tasks set through online study and in dedicated mentor session time.</p> <p>To complete and submit monthly reflections on Mosaic.</p> <p>To keep their online teaching file up to date with evidence and reflections against the Secondary ITT competencies.</p>	<p>To conduct weekly timetabled mentor meeting following devised BPN session plans.</p> <p>To monitor the Student Teacher's online teaching file and reflections against the Secondary ITT competencies.</p> <p>To actively take part in the review cycle with the Student Teacher and their PT.</p>	<p><i>To undertake regular informal observations of the Student Teacher.</i></p> <p><i>To identify situations where the Student Teacher may be struggling or need additional support and pass concerns on to the Mentor.</i></p>	<p>To monitor the training being provided by mentors and class teachers.</p> <p>To have oversight, support, development and quality assurance of school-based mentors.</p> <p>To attend Student Teacher tutorials as and when necessary to support mentor and/or Student Teacher.</p>	<p>To conduct half termly visits and keep in regular contact with mentor and Student Teacher.</p> <p>To maintain regular communication with the Student Teacher via email, Microsoft Teams and telephone contact.</p> <p>To review Subject Knowledge and Competencies audits with learners and mentors to identify skill, knowledge and behaviour gaps.</p> <p>To maintain a dialogue with the Student Teacher through feedback on the training plan and assessment records.</p>
Training	To attend Centre-based and School Based	To attend all BPN training and any relevant	<i>To liaise with the mentor about the Student Teacher's</i>	To organise/design the delivery of subject specific training for	To attend annual BPN training.

	<p>Training and mentor meetings.</p> <p>To work with the mentor to identify an appropriate teaching timetable (in line with the guidance in the School Based Training Handbook and Placement Quick Guide) which provides appropriate opportunities to practise, receive feedback and improve across the training programme.</p> <p>To proactively seek out and engage in training and development opportunities across the wider school.</p>	<p>training offered through the partnership.</p> <p>To ensure Student Teachers have a suitable teaching timetable that is comprised of classes within their training subject and age phase.</p> <p>To agree and organise a teaching timetable with the Student Teacher that provides appropriate and realistic challenges and meets the requirements specified in the School Based Training Handbook and Placement Quick Guide.</p> <p>To ensure that apprentices receive their off the job (OTJT) hours as specified in their apprenticeship contract.</p>	<p><i>development to feed into the review cycle.</i></p> <p><i>To liaise with the mentor about PT meetings and be aware of when these are happening.</i></p>	<p>Student Teachers. To confirm with the Student Teachers the session's location / timing.</p> <p>To support the planning and delivery of intensive training and practice (ITAP).</p> <p>To provide relevant CPD for school-based mentors to be effective in their role.</p> <p>To introduce Student Teachers to relevant communities of practice and equip them to contribute in an informed way.</p> <p>To remain 'current' on subject specific approaches and developments including recent research within the subject and pedagogical approaches.</p> <p>To attend all LM meetings.</p>	<p>To ensure Student Teachers can practise, receive feedback and improve across the training programme in line with the 'Learn how to...' ITTECF statements.</p> <p>To ensure Student Teachers have structured/developmental targets related to the BPN Secondary ITT Competencies throughout their SBT.</p> <p>To coach and encourage the mentor to be effective in their role.</p>
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<p>Observations and Feedback</p>	<p>To undertake a range of observations of the class teacher/s and other expert colleagues in school to develop own practice.</p> <p>To ensure lesson plans are submitted to the class teacher in advance of the lesson to receive feedback on planning and make any changes that are required prior to teaching.</p>	<p>To observe and provide formal written feedback on Student Teacher classroom performance.</p> <p>To set weekly targets related to the BPN Secondary ITT Competencies with the Student Teacher.</p> <p>To ensure the class teacher and PT are aware of the Student Teacher's targets.</p>	<p><i>To observe and provide informal written feedback on Student Teacher classroom performance.</i></p> <p><i>To remain up to date with the Student Teacher's current targets.</i></p>	<p>To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports the Student Teacher's progress and pupil progress.</p> <p>To provide lesson observation training and support for mentors and class teachers, where needed.</p>	<p>To provide feedback on work completed by the apprentice Teacher in their online teaching file.</p> <p>To visit each Student Teacher once per half term to complete observation of their teaching.</p> <p>To liaise with the mentor within the school to undertake joint observations.</p> <p>To feedback, add to and support e-portfolio entries for apprentices on Bud.</p> <p>To provide feedback on quality of mentoring and training provided during SBT.</p> <p>A sample of observations will be reviewed by the QA team for feedback before uploading to the Student Teacher's online teaching file.</p> <p>To complete summary and compliance</p>
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					information where required.
Additional Support	<p>To seek additional support and advice, whenever necessary, to ensure and maintain own progress and development.</p> <p>To ensure relevant school and BPN staff are kept fully informed of any factors affecting SBT.</p> <p>To have access to BPN services e.g. Wellbeing.</p>	<p>To identify situations where intervention is required by school, PT or LM.</p> <p>To liaise with the PT if the Student Teacher fails to make sufficient progress.</p> <p>To participate in the writing and review of Additional Support Plans, if required.</p>	<i>To monitor the health and wellbeing of the Student Teacher.</i>	<p>To monitor the health and wellbeing of the Student Teacher.</p> <p>To negotiate and facilitate support for Student Teachers, including those with additional needs.</p> <p>To agree with mentors and PT the need for Additional Support Plans, when necessary.</p> <p>To participate in the review of Additional Support Plans.</p> <p>Offer pastoral support for the mentor role.</p> <p>Lead regular online keeping in touch meetings with mentors.</p>	<p>To agree with mentor and class teacher the need for Additional Support Plans, when necessary.</p> <p>To modify Additional Support Plans alongside the mentor support.</p> <p>To participate in the review of Additional Support Plans alongside the Apprenticeship SENCo, if required.</p> <p>To support mentor/s and class teachers on the completion of Interim/Final Reports and other SBT review documentation.</p>
Assessment	<p>To identify and collect evidence for online teaching file against the BPN Secondary ITT Competencies.</p> <p>To complete assessments and upload</p>	<p>To check Student Teacher's online teaching file and evidence against the ITTECF competencies.</p> <p>To complete an Interim Report at the end of a</p>	<i>To contribute to the Student Teacher's formative and summative assessment reports, as required.</i>	<p>To oversee the application and consistency of assessment criteria by mentors.</p>	<p>To conduct termly face to face reviews including professional learning conversations, carry out observation tasks and set targets to support Student Teachers to make progress and</p>

	<p>to required learning platform.</p> <p>To provide access to assessments for Mentor and PT by the agreed deadlines for formative and summative assessment points.</p>	<p>SBT to provide formative assessment information.</p> <p>To complete a Summative Final Report against the Teacher Standards.</p> <p>To consult with colleagues including support staff, with regards to summative assessment of the Student Teacher.</p> <p>To participate in the Apprentice's Gateway meeting to agree they are ready to undertake End Point Assessment (EPA).</p> <p>To support the apprentice to prepare for EPA activities and participate on the day</p>		<p>To assess the Student Teacher's practice in school.</p> <p>To co-observe Student Teachers with mentors/PTs.</p> <p>To review, verbally, the findings of observations with Student Teacher and set agreed targets.</p> <p>To monitor targets set by the school-based Mentor and review the Student Teacher's progress against these.</p>	<p>master the ITT curriculum.</p> <p>To maintain a dialogue with the Student Teacher through Mosaic.</p> <p>To review the Student Teacher's online teaching file and assessments.</p> <p>To report back to mentors when there are gaps in evidence.</p> <p>To review formative and summative assessment reports completed by mentors.</p> <p>To provide support and advice to mentors and class teachers on the completion of the above.</p> <p>To make the recommendation of the award of Qualified Teacher Status at the end of the programme.</p> <p>To make the recommendation about the readiness and timing</p>
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					<p>of the Gateway meeting and subsequent EPA.</p> <p>To facilitate the Gateway meeting with employer and apprentice to complete EPA.</p> <p>To prepare the apprentice for EPA, including mock activities.</p>
Personal Tutor Visits	<p>To attend all PT review meetings, alongside the mentor.</p> <p>To prepare and present required evidence during PT meetings.</p>	<p>To liaise with the PT if there are concerns or issues with regards to the Student Teacher's training or assessment.</p> <p>To prepare anticipated reports prior to deadlines.</p>	<p><i>To liaise with the mentor if there are concerns or issues with regards to the Student Teacher's training or assessment that need to be shared with the PT.</i></p>	<p>To facilitate PT visits.</p> <p>To receive feedback from PT and respond as appropriate to this.</p>	<p>To complete visits in-line with Partnership agreements/Programme Handbook and apprenticeship requirements.</p>
Contribution to ITT development	<p>To complete ITT evaluation questionnaires as requested.</p> <p>To contribute to programme review and development via evaluation questionnaires.</p>	<p>To complete ITT evaluation questionnaires as requested.</p> <p>To attend BPN training events and mentor meetings.</p> <p>To contribute to programme review and development by</p>	<p><i>To contribute to programme evaluation and review and development by sharing feedback with mentors.</i></p>	<p>To complete ITT evaluation questionnaires as requested.</p> <p>To facilitate the release of mentors to attend training events and mentor meetings.</p> <p>To have oversight of ITT Partnership arrangements, to</p>	<p>To complete ITT questionnaires as requested.</p> <p>To have oversight of ITT partnership arrangements, to ensure that School Based Training is compliant.</p>

		engaging in feedback opportunities.		ensure that School-based Training complies with Partnership Policy. To regularly contribute to course review and development.	
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Contact Points

We are here to support you in your role. Each Student Teacher will have their own Personal Tutor who will support them throughout the programme. The Tutor works with the Student Teacher and the in-school mentor across the year from August through to July when recommendations for the award of Qualified Teacher Status are made, or until the end of any extension period that has been applied for and granted. Apprentices are supported by their Personal Tutor up until their End Point Assessment (EPA).

The Personal Tutor maintains a dialogue with the Student Teacher via our Microsoft Teams platform, email, and telephone. Feedback is provided on Mosaic which hosts each Student Teacher's training plan and assessment record. This is a very important system. Access to the Student Teacher's Mosaic account will be shared with mentors, Personal Tutors and the programme management team. Student Teachers are responsible for keeping an updated record of mentor meetings that can be shared with their Personal Tutor. Targets for development are set by the in-school mentor, Personal Tutor and, in some cases, the QA Team using the BPN ITT Competencies.

All queries regarding the programme should in the first instance be directed to the Personal Tutor. Further support can be obtained from the Best Practice Network office-based staff and the Secondary ITT Programme Team.

Contacts

Team/ Role	Name	Contact
<i>Candidate and Programme Support Team</i>		teach@bestpracticenet.co.uk 0117 920 9200
<i>Head of Secondary ITT</i>	Chloe Dolphin	chloedolphin@bestpracticenet.co.uk
<i>Biology Subject Lead</i>	Holly Kirkbride	hollykirkbride@bestpracticenet.co.uk
<i>Chemistry Subject Lead</i>	Joanne Smith	joannesmith@bestpracticenet.co.uk
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