# Primary ITT Mentor Welcome Pack

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# Mentoring a Student Teacher

## Introduction

Thank you for agreeing to take the role of in-school mentor to a Student Teacher on the Primary 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 session 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.

# 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-judgemental

• 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 |
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| 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 CCF.

• be enthusiastic and skilled teachers with excellent knowledge of pedagogy, their phase and/or their 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 ITT programme

| Key Area | Apprentice/Student Teacher | In-school Mentor | Class teacher (if not the mentor) | Lead Mentor (LM) | Personal Tutor (PT) |
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| Professional conduct | To meet PPC requirements, follow the Primary ITT Code of Professional Conduct and school policies and procedures relating to professional conduct, attendance, and punctuality.<br><br>To demonstrate initiative, responsibility, and appropriate conduct.<br><br>To actively participate as a team member within the Key Stage and school. | To provide a comprehensive induction on school process and procedure (including safeguarding) to all apprentices/Student Teachers.<br><br>To monitor and actively consult colleagues on the development of the apprentice/Student Teacher in their respective class/es.<br><br>To liaise with the PT with respect to the apprentice/Student Teacher's conduct, welfare, progress, reviews and capacity to meet targets by set deadlines.<br><br>PT's to act as professional witness, carrying out observations and professional discussions | *To monitor the professional conduct of the apprentice/ Student Teacher in their class*<br>*To pass on any concerns to the mentor around PPC* | To oversee apprentice/Student Teacher progress throughout the year and identification of interventions or modifications where required.<br><br>To oversee and supervise mentor activity.<br><br>To organise mentor team meetings. | To check placements are arranged and attended.<br><br>PT's To conduct a face to face employer and apprentice Induction and first day of learning.<br><br>To liaise with the mentor with respect to the apprentice /Student Teacher's conduct, welfare, progress and capacity to meet targets by set deadlines.<br><br>To monitor and actively consult colleagues on the development of their apprentices/ Student Teachers.<br><br>To carry out Reviews to include; Safeguarding, Health and Safety, |

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| | | and providing witness testimonies for the skills and behaviours required for the apprenticeship. | | | British Values, Prevent and Equality & Diversity, in liaison with both the apprentice and the mentor on each visit |
| Self-Evaluation | To complete English and Maths initial assessments on BKSB.<br><br>To complete Mosaic submissions mid and end of module.<br><br>To keep up to date with the Teaching file and reflections against CCF competencies.<br><br>To engage with self-reflection tasks set through online study and in dedicated mentor session time. | To conduct weekly timetabled mentor meeting following devised BPN session plans.<br><br>To monitor apprentice /Student Teachers teaching file and reflections against CCF competencies.<br><br>To actively take part in the Review cycle with the apprentice/Student Teacher and their tutor. | *To undertake regular informal observations of the apprentice/ Student Teacher.*<br><br>*To identify a situation where the apprentice /Student Teacher may be struggling or need additional support and pass this concern on to the Mentor.*<br><br>*To liaise with the mentor about the apprentice's/ Student Teacher's progress to feed into the assessment.* | To monitor the training being provided by mentors and class teachers.<br><br>To have oversight, support, development and quality assurance of school-based mentors.<br><br>To attend apprentice/Student Teacher tutorials as and when necessary to support mentor and apprentice /Student Teacher. | To conduct half termly visits and keep in contact with mentor and apprentice/Student Teacher.<br><br>To maintain communication with the apprentice/Student Teacher via email, Microsoft Teams and telephone contact.<br><br>To complete subject/skills reviews with learners and mentors to identify skill, knowledge and behaviour gaps.<br><br>To maintain a dialogue with the apprentice /Student Teacher through feedback on the training plan and assessment records. |

| Training | To attend Centre-based and School based Training and mentor meetings.

To negotiate with the mentor an appropriate timetable for teaching in line with the ITT handbook which provides appropriate opportunities to practise, receive feedback and improve across the training programme.

To proactively seek out and engage in training and development opportunities across wider areas of school. | To attend all BPN training and any relevant training offered through the partnership.

To ensure apprentices /Student Teachers have structured subject training experiences relevant to the age phase as identified in their targets.

To negotiate and organise a teaching timetable with the apprentice/Student Teacher that provides appropriate and realistic challenges and meets the requirements specified in ITT handbooks and training.

AT's to ensure the apprentice receives their off the job (OTJT) hours as laid out in their apprenticeship contracts. | *To liaise with the mentor about the apprentice's/Student Teacher's progress, to feed into the Student Teacher's assessment.*

*To liaise with the mentor about AT/PT tutor meetings and be aware of when these are happening.* | To organise/design the delivery of subject specific training for apprentices/Student Teachers. To confirm with the apprentices/Student Teachers the session's location / timing.

To support the planning/development for opportunities for intensive training and practice (IT&P).

To provide relevant CPD for school-based mentors to be effective in their role.

To introduce apprentices/ Student Teachers to relevant subject communities of practice in order to equip them to contribute in an informed way.

To remain 'current' on subject specific approaches and developments including recent research within the subject and | To attend annual BPN training.

To ensure apprentices /Student Teachers can practise, receive feedback and improve across the training programme in line with the Learn how to CCF statements.

To ensure apprentices /Student Teachers have structured/ developmental targets related to the BPN competencies throughout their SBE.

To coach and encourage the mentor to be effective in their role. |
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| | | | | pedagogical approaches.<br><br>To attend all LM meetings. | |
| Observations and Feedback | To complete a range of observations of the class teacher and other expert colleagues in school to develop own practice.<br><br>To set weekly targets related to the CCF competencies for observations with mentor/class teacher.<br><br>To ensure observation pro forma, lesson plans, sequences and resources for any formal observation are available for the mentor/ AT's/PT's/class teacher to observe before the lesson commences. | To observe and provide written feedback on apprenticeship/Student Teacher classroom performance.<br><br>To ensure the class teacher and apprenticeship/personal tutor are aware of the apprentices/Student Teacher's targets. | | To carry out joint observations and attend debriefing sessions, to quality assure provision of written feedback that supports apprentices/ Student Teacher and pupil progress.<br><br>To provide lesson observation training and support for mentors and class teachers where needed. | To provide feedback on work completed by the apprentice/Student Teacher in the teaching file.<br><br>To visit each Student Teacher 5-6 times to complete observation of their teaching.<br><br>PT's to feedback, add to and support on e-portfolio entries on Bud.<br><br>To liaise with the mentor within the school to undertake joint observations.<br><br>To provide feedback on quality of mentoring and training provided during SBT.<br><br>A sample of observations will be reviewed by the QA team for feedback |

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| | | | | | before uploading for apprentices/Student Teachers<br><br>To complete summary and compliance information where required. |
| Additional Support | To seek additional support and advice whenever necessary to ensure and maintain own development.<br><br>To ensure relevant school and BPN staff are kept fully informed of any factors affecting SBT.<br><br>To have access to BPN services e.g. Wellbeing. | To identify situations where intervention is required by school, apprenticeship/personal tutor, lead mentor or BPN tutor.<br><br>To liaise with the apprenticeship/personal tutor if the apprentice/ Student Teacher fails to make sufficient progress.<br><br>To participate in the writing and review of support plans, if required. | | To monitor the health and wellbeing of apprentices/ Student Teachers.<br><br>To negotiate and facilitate support for apprentices/ Student Teachers, including those with particular needs.<br><br>To agree with mentors and apprenticeship/personal tutors the need for support plans when necessary.<br><br>To participate in the review of support plans.<br><br>Offer pastoral support for the mentor role.<br><br>Lead regular online keeping in touch meetings with mentors. | To agree with mentor and class teacher the need for support plans when necessary.<br><br>To modify support plans alongside the mentor support.<br><br>To participate in the review of Support Plans along with the Apprenticeship SENCo if required.<br><br>To support mentor/s and class teachers on the completion of assessment reports and other SBT documentation. |

| Assessment | To identify and collect evidence for own teaching file against the CCF competencies.

To complete assessments and upload to required learning platform.

To provide access for Mentor and apprenticeship/personal tutor by the agreed deadlines for formative and summative assessment points. | To check apprentice's/ Student Teacher's teaching file and evidence against the CCF competencies.

To complete an Assessment Report at the end of a SBE to provide formative information.

To complete a summative end of programme final report against the Teacher Standards.

To consult with colleagues including support staff, with regards to summative assessment of the Student Teacher.

To participate in the Apprentices Gateway meeting to agree they are ready to sit End Point Assessment.

To support the apprentice to prepare for End Point Assessment activities and participate on the day | | To oversee the application and consistency of assessment criteria by mentors.

To assess the apprentice's/ Student Teacher's practice in school.

To co-observe apprentices/ Student Teachers with mentors / teachers / apprenticeship/personal tutors.

To review, verbally, the findings of observations with apprentice/ Student Teacher and set agreed targets.

To monitor targets set by the school based Mentor and the apprentice/ Student Teacher progress against these. | To conduct termly face to face reviews including professional learning conversations, carry out observation tasks and set targets to support apprentices/ Student Teachers to make progress and master the ITT curriculum.

To maintain a dialogue with the apprentice/ Student Teacher through Mosaic.

To review the apprentice's/ Student Teacher's teaching file and learning sequences.

To report back to mentors when there are gaps in evidence.

To review formative and summative assessments completed by mentors and class teachers.

To provide support and advice to mentors and class teachers on the completion of above.

To make the recommendation of the |
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| | | | | | award of Qualified Teacher Status at the end of the programme.<br><br>PT's to make the recommendation about the readiness and timing of the Gateway meeting and subsequent End Point Assessment (EPA).<br><br>PT's to prepare the apprentice for EPA including mock activities.<br><br>PT's to facilitate the Gateway meeting with employer and apprentice to complete EPA. |
| Apprenticeship/Personal Tutor Visits | To attend all apprenticeship/ personal tutor review meetings, alongside the mentor.<br><br>To prepare and present required evidence during apprenticeship/personal tutor meetings. | To liaise with the AT/PT if there are concerns or issues with regards to the apprentice's/Student Teacher's training or assessment.<br><br>To prepare anticipated reports prior to deadlines. | | To facilitate apprenticeship/ personal tutor visits.<br><br>To receive feedback from apprenticeship/ personal tutors and respond as appropriate to this. | To complete visits in-line with Partnership agreements/ ITT /apprenticeship Handbooks and programme specifications. |

| Contribution to ITT development | To complete ITT evaluation questionnaires as requested. To contribute to programme review and development via evaluation questionnaires. | To complete ITT evaluation questionnaires as requested. To attend BPN training events and mentor meetings. To contribute to programme review and development by engaging in feedback opportunities. | | To complete ITT evaluation questionnaires as requested. To facilitate the release of class teachers and mentors to attend training events and mentor meetings. To have oversight of ITT Partnership arrangements, to ensure that School-based Training complies with Partnership Policy. To regularly contribute to course review and development. | To complete ITT questionnaires as requested. To have oversight of ITT partnership arrangements, to ensure that School based Training is compliant. |
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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 September 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 an apprenticeship (personal) tutor up until their end point assessment.

The personal tutor maintains a dialogue via our Microsoft Teams platform, email, and telephone with the Student Teacher. 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, tutors and the programme management team. Student Teachers are responsible for keeping an updated record of mentor meetings that can be shared with their tutor. These are reflected in the Student Teacher's progress tracker document. Targets for development are set by the in-school mentor, personal/apprenticeship 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/apprenticeship tutor. Further support can be obtained from the Best Practice Network office-based staff and the leadership team.

# Contacts

| Team/ Role | Email | Telephone |
|---|---|---|
| Primary ITT Team | **teach@bestpracticenet.co.uk** | 0117 920 9200 |
| Head of Primary ITT | Vanessa Sawyer<br>**vanessasawyer@bestpracticenet.co.uk** | |
| Programme Leader | Suzie Goodman<br>**suziegoodman@bestpracticenet.co.uk** | |
| Director, Early Years and Initial Teacher Training | Sian Marsh<br>**sianmarsh@bestpracticenet.co.uk** | 07795 683297 |
| Safeguarding | Chris Garcia DSL<br>Sian Marsh DSO<br><br>**safeguarding@bestpracticenet.co.uk** | 07584310068<br><br>07795 683297 |