An Edge Hill University Secondary ITT Partnership programme supports each trainee in developing as a professional practitioner who displays resilience, honesty and integrity; is respectful of others; is adaptable and flexible; communicates effectively with a range of audiences; acts independently and demonstrates self-organisation. Each individual is trained by expert practitioners from across the EHU Partnership to enable them to become inspirational, reflective teachers who engage with learners in innovative and creative ways, and who ensure all learners make outstanding progress. Their potential to become outstanding leaders will be clear, they will be a highly valued and effective team player who seeks opportunities to contribute to every aspect of a school’s life with an enthusiastic ‘can do’ approach. They will be a significant asset to their school at the start of their first teaching post.
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- "The partnership’s strongly collaborative ethos and shared vision for excellence in teaching and learning is producing a highly effective teaching force for local schools and for the north-west region.

- The partnership is a rich and highly valued source of expertise and continuing professional development for teachers and trainees within and beyond the partnership. Its innovative programmes, often using new technology to support newly and recently qualified teachers and sustain and improve the quality of mentoring, are strengths of the provision."
Introduction:

By working collaboratively, Edge Hill University and schools/colleges provide high quality Secondary ITT training. This results from a well-co-ordinated partnership with mutually understood and complementary roles and responsibilities which are outlined within this document.

In providing Outstanding Secondary ITT training the main professional practice participants are the:

- Trainee
- Professional Mentor
- Curriculum Mentor
- Edge Hill University Visiting Tutor
- Partnership Quality Officer

Edge Hill University is proud to be one of the largest providers of Secondary ITT in the UK. All Secondary ITT programmes at Edge Hill University have been designed and validated to match the statutory requirements identified by the revised Professional Standards for Teachers’ Qualified Teacher Status (2012) and to adapt to the changing needs of learners and trainees. This richness of provision provides our trainees with an opportunity to further enhance their learning and training needs within a programme best suited to supporting their aspiration of becoming an outstanding teacher.

The cornerstones of the Secondary programmes are rooted in excellence and collaboration, ensuring that our trainees have access to the following:

- Expert subject knowledge and tuition – in addition to providing a high level of support our tutors are experienced and research-active practitioners who share their knowledge and experience with trainees
- An outstanding training experience within the Edge Hill University Partnership ensuring a first-rate professional practice experience – strong relationships established with over 3,000 partner schools, colleges and other settings ensuring our trainees gain extensive professional experience, with professional practice experiences matched to individual training needs
- Collaboration with Curriculum Mentor—collaborative reflection and working with our partner settings is absolutely essential to the effective design, delivery and outcomes of all of the secondary programmes. Edge Hill University partners are at the heart of our training.
WHAT MAKES A GOOD MENTOR?

National Standards for School-Based Initial Teacher Training (ITT) Mentors (2016)

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.

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.
WHO'S WHO AND WHAT DO THEY DO?

The Professional Mentor

The Professional Mentor is key to the development and progress of all the trainees that are undergoing training within the school. This is achieved by working closely with the Curriculum Mentors as well as the trainees, ensuring that the trainees develop their understanding of their wider professional responsibilities as well as making good progress in their practice of teaching.

This is achieved by providing trainees with:

- an appropriate induction, including Health and Safety, Safeguarding and Prevent
- an agreed professional studies programme of weekly seminars on whole-school/ college/ setting priorities and initiatives

and working with Curriculum Mentors to ensure that:

- trainees have timetabled opportunities to teach learners across the age and ability range as required for the training needs of each trainee
- trainees have weekly meetings with the Curriculum Mentor to ensure trainees are appropriately supported with effective target setting and review of progress.
- Curriculum Mentors are appropriately trained and regularly updated. This includes accessing the online mentor training, face-to-face meetings at Edge Hill University, face-to-face meetings with Edge Hill visiting tutors, joint observations with Edge Hill visiting tutors, and responding to the expectations resulting from the Carter Review of ITT
- trainees have access to professional activities outside the timetable, such as pastoral/ tutorial work, staff meetings, CPD events, parents’ evenings and extra-curricular activities
- there is a joint Professional Mentor/ Curriculum observation of the trainee teaching is undertaken, particularly for new Curriculum Mentors.
- trainees are assessed and monitored against the Professional Standards for Teachers (2012)
- Edge Hill University processes for tracking the development of trainees’ progress are followed, e.g. weekly assessed observations of trainee teaching for Professional Practice 1b and 2, interim report forms, End of Placement forms and attendance records are completed, signed and submitted.
- where there is a cause for concern working with the Visiting Tutor to ensure that an appropriate course of action is pursued, as outlined in the Cause for Concern section.
- engage with External Examiners where appropriate.

Support and Development

To support you in your role of Professional Mentor Edge Hill University will provide you with training and updates by our Partnership Quality Officers. To provide a basis of the professional
discussions that you will have with the Partnership Quality Officer the following will be required:
• a record of the Curriculum Mentors, and confirmation of their training undertaken (including dates)
• details of the University visiting tutors (name and contact details) for each of the trainees
• details of the agreed professional studies programme of seminars and
• trainee progress based upon observations, reports and, where appropriate ‘at risk’ documentation

Professional Studies Programme

A Professional Studies Programme is delivered to all trainees while on Professional Practice and is a programme of study designed to further develop trainee’s knowledge and understanding of teaching and learning. The DfE March 2016 ‘Initial teacher training criteria and supporting advice’ has provided some clarity as to what is to be included within this programme such as:

• the role of the teacher
• planning and assessment to ensure pupil progress
• national assessments and examinations
• child development and learning priorities, such as managing pupils’ behaviour, early reading, and special
• educational needs and disability
• assessing and evaluating teaching
• the use of evidence and research to inform teaching

In addition DfE guidance makes clear that:

“trainees are afforded the opportunity to develop a comprehensive understanding of progression across, and before and after, the age range for which they are training to teach. This might include enhanced experiences in other age ranges.”

To embed this learning opportunity, during a Professional Practice which takes place in the school summer term, trainees will work with the Transition Lead at their setting to support Year 6 pupil days / engagement which may take place at the setting or in the Primary feeder schools attached to the secondary setting.
The Curriculum Mentor

The Curriculum Mentor bears the main responsibility for ensuring that their trainee makes not only good progress against the Teachers’ Standards (2012) but becomes a reflective practitioner who at the end of training will be able to continue to both improve their own practice and contribute to the wider teaching profession. In order to achieve this the relationship between the Curriculum Mentor and trainee will change according to the stage of development of the trainee. This changing relationship has been described by Furlong and Maynard (1995) as:

1. Model
2. Coach
3. Critical friend
4. Co-enquirer

Due to the complexity of the role it is important for Curriculum Mentors’ to know that they are well supported by departmental colleagues, the Professional Mentor and Edge Hill University’s visiting subject tutor – and the Course Leader. Edge Hill University provides a range of training opportunities which include initial on-line training plus face-to-face training as detailed within the section entitled ‘Support and Development’.

To ensure that the trainee makes good progress the Curriculum Mentor will:

- ensure that they have a clear understanding of the role of a mentor and how this changes across the different placements by engaging with Edge Hill University mentor training and development opportunities.
- provide the trainee with an appropriate, compliant, teaching timetable
- meet weekly to review progress and set targets linked to the Teachers’ Standards (2012)
- ensure that the trainee is informally observed and feedback provided regularly during Professional Practice 1a
- ensure the trainee is formally observed and written feedback provided weekly during Professional Practice 1b and 2
- enable the trainee to have opportunities to engage with wider professional responsibilities, e.g. be attached to form, attend parents’ evenings, participate in CPD, attend staff and departmental meetings etc.
- support transition between Professional Practice 1a and 1b and at the mid-point of Professional Practice 2 by the production of an Interim Report form – and ensure that this is submitted to the Course Leader and visiting tutor
- support transition between Professional Practice 2 and the trainee’s NQT year as well as from Professional Practice 1 to Professional Practice 2 by the completion of the End of Placement report.
• assess trainee performance against the Teachers’ Standards (2012) within the End of Placement form. This assessment will be standardised and moderated at the End of Placement meeting between the Curriculum Mentor, the trainee and the visiting tutor.
• where there are any concerns regarding trainee progress that these are raised with both the Professional Mentor and the University visiting tutor. If concerns persist, then the guidelines below (Cause for Concern) are to be followed.
• engage with External Examiners where appropriate.

Support and Development

To support you in your role of Curriculum Mentor Edge Hill University will provide you with opportunities to engage with training and development, such as university based sessions focusing on the mentoring role. These are in addition to face-to-face training and updates with the Edge Hill Visiting Tutor and/or the Course Leader and online training. To provide a basis of the professional discussions that you will have with the Visiting Tutor the following will be required:
• to engage in Edge Hill University mentor training and development. This includes accessing the online mentor training, attending Edge Hill University based training sessions (where feasible) face-to-face meetings with Edge Hill visiting tutors at school, joint observations with Edge Hill visiting tutors.
• awareness of the expectations resulting from the Carter Review of ITT.
• undertake at least one joint observation with the Edge Hill visiting tutor during professional practice. The purpose of this is to develop a mentoring style of feedback as well as for standardisation and moderation purposes.
• maintain a file containing relevant documentation for Professional Practice, including all trainee information, the name and contact details of the visiting tutor and Course Leader, observations, reports and ‘at risk’ documentation, if relevant.

Attendance at Mentor Training and Development events at Edge Hill University are recommended and are accredited by certification for attendance and engagement. See the Secondary Partnership website for dates and registration.

The Trainee

The trainee is at the centre of the training process and is expected to take responsibility for their development by being pro-active in seeking ways to improve their practice as well as responding to guidance and feedback from the Curriculum Mentor and other key staff.

A key expectation is that trainees will take responsibility for their progress against the Teachers’ Standards (2012) and develop a file which identifies and records evidence of this throughout the programme. To achieve this whilst on professional practice trainees will:

• adopt a professional approach to all aspects of their school/setting and University-based training.
This means working collaboratively with children, peers and colleagues and developing excellent relationships; conducting themselves in a professional manner and preparing all activities thoroughly and in good time. Trainees should dress according to the accepted school/setting code, be aware of the importance of confidentiality, and adhere to accepted school/setting policies including safeguarding and health and safety as outlined during their induction to the school.

- attend all Edge Hill University training sessions and Professional Practice in school and notify the ITT Partnership Office and the school/setting of any absences, informing school/setting and University on their return from absence
- be familiar with institutional policies and procedures.
  This includes providing appropriate and accurate information regularly to the ITT Partnership Office and attend the relevant briefing and preparation sessions; adhering to University regulations regarding travel and transport; being familiar with both University and school/setting health and safety policies; implement guidance provided in Professional Practice booklets and complete professional practice tasks as directed by University staff/course/module leaders.
- actively engage in critical reflection and co-enquiry
  It is expected that trainees will analyse their experiences on placement with peers, school/setting based and University based trainers. Opportunities for critical reflection and co-enquiry are built into the Secondary programmes within the assessment structure.
- identify and pursue rigorous targets for their ongoing development and achievement.
  Trainees will be expected to seek advice and respond constructively to feedback, take increasing responsibility for their own development in target setting, discussions, report writing according to their stage of development.
  This will be monitored by the review of the targets recorded in their File of Professional Development as well as professional practice interim reports and end of placement reports. Trainees will be responsible for ensuring the completion of these documents and, where appropriate, transmission to their subsequent professional practice or employer.
- engage in driving their progress and achievement forward, seeking every opportunity to observe, implement and lead
- take a full and active part in the wider aspects of a teacher’s role.
  This could mean taking part in extra-curricular activities, INSET sessions, staff meetings and duties with staff colleagues, supporting the life of the school/college
- evaluate their experiences on professional practice as part of the Edge Hill University Setting Experience Review and Improvement process
The Edge Hill University Visiting Tutor

Edge Hill University visiting tutors work closely with Curriculum Mentors to supervise and support the professional development of trainees on Professional Practice.

In an ITT partnership Professional Practice, their specific responsibilities include:

• providing support and guidance to Curriculum Mentors, including opportunities for professional discourse as well as face-to-face training and development.
• monitoring the progress of the trainee through regular contact with Edge Hill University Curriculum Mentors
• making the agreed number of school/collage visits, and additional visits if required
• following the agreed protocol for the arrangement of visits, observing trainees in the classroom and providing written and oral feedback
• moderating Curriculum Mentor assessments and supporting as appropriate (joint observations)
• providing guidance and support to trainees
• representing the Course Leader/Head of Area in the ‘at risk’/remediation procedures for a trainee during the phase 1b and the phase 2 phase Professional Practice experiences

The Partnership Quality Officer

The Partnership Quality Officer plays a vital role in Edge Hill University’s quality assurance procedures, as well as facilitating the collaborative development of each partnership. The Partnership Quality Officer visits the school or college each academic term to gather information for review and feedback purposes and to further enhance the relationship.

Partnership Quality Officer responsibilities include:

• working with a designated group of partner schools, ensuring that the quality of Professional Practices for Edge Hill University trainees in each cluster is maintained
• being a point of contact between Edge Hill University and the Professional Mentors, ensuring effective two-way communication for information and feedback
• monitoring and reviewing the delivery of school-based training, paying attention to the needs of particular programmes
• monitoring the trainee experience and addressing any issues
• supporting the delivery of school-based training, providing guidance for the Professional Mentor and Edge Hill University Curriculum Mentors’ training programmes
• identifying training requirements for Curriculum Mentors in each partnership school and across the school workforce (including teaching assistants)
The External Examiner

As part of the University sector quality control processes each course works with an External Examiner, i.e. someone who undertakes a similar role at another university, who will examine the quality of our programmes. The External Examiner will visit a sample of trainees whilst on their final placement and meet with their Curriculum Mentor. Whilst their role is to assess the quality of the training that we deliver, it can also provide Mentors with an opportunity to develop their own practice through discussion and formal feedback processes.
SUPPORTING TRAINEE PROGRESS

Overview of Professional Practice Placements

Across all Secondary Education programmes of study, Professional Practice in school has a similar structure, which involves the successful completion of a range of coordinated training opportunities and teaching activities designed to enable trainees to demonstrate progress towards the Teachers’ Standards (2012).

Trainees undertake up to three placements:

- Professional Practice Phase 1a
- Professional Practice Phase 1b
- Professional Practice Phase 2

Professional Practice Phase 1a
Trainees begin by observing learners and teachers and taking on the role of Teaching Assistant. Teaching responsibilities are introduced and scaffolded in order to prepare the trainee to be successful on Professional Practice Phase 1b.

Professional Practice Phase 1b
This is normally a solo period of Professional Practice in school/college. Trainees develop medium term plans in advance of the practice. They observe learners and teachers. They plan for, and teach, a combination of small groups and the whole class, for approximately 50% of the timetable (10/11 hours when in school for 5 days p.w.).

Professional Practice Phase 2
This is a solo period of Professional Practice in school/college. Trainees develop medium and short term plans during the placement. They take on the full role of class teacher for approximately 70% of the timetable (14 hours p.w.).

Enhancement Practice Opportunities
Trainee teachers can undertake additional enhancement placements in other settings, including:

- Alternative Education settings
- Art galleries and museums
- Outdoor education venues
- SEND settings
- Schools Facing Challenging Circumstances
- Pupil Referral Units

This breadth of training experiences enhances the training provided by the Edge Hill University Partnership and allows trainees to further develop their knowledge and understanding in relation to children’s development and learning.
Guidance for the conduct of observations:

**Informal observations**

In 2017/18 a new method of providing feedback for all lessons observed was introduced and acquired the title of ‘the blue book’ or ‘the observation book’. The impact was such that since then every trainee has been provided with an exercise book with a blue cover. Whoever is observing the lesson is asked to provide feedback in the format of:

- 3 good points
- 3 points for development

The trainee then records their response to the points of development.

**Formal observations**

**Guide for Observers – Before the Lesson**

- identify and agree a key focus for the observation based on previous feedback and targets set by the trainee and their Edge Hill University Partnership Trainer
- agree times of observations well in advance
- request a preview of the lesson/session plan and relevant medium-term plan

**Guide for Observers – During the Lesson**

- try to position yourself where you will not distract the trainee or the pupils
- ensure that the pupils are not confused by your role in the lesson
- respect professionalism if it becomes necessary to challenge the teaching
- do not hesitate to intervene if there are Health and Safety issues
- identify key points during the lesson; log what you see and hear
- sample learners work books and consider the quality of assessment and feedback for progress
- refer to the Teachers’ Standards (2012) when developing feedback and targets

**Guide for Observers – After the Lesson**

- agree an adequate period of time and a private place for debriefing
- give brief informal feedback at the end of the observation, keeping comments as positive as possible
- at the formal review of the lesson (within 24 hours) adopt a mentoring approach so that trainees are able to develop a critical perspective of their own teaching
- in consultation with the trainee set clear targets against the Teachers’ Standards for future development
Feedback

- feedback should be focused so that it is both supportive and developmental
- targets should be negotiated with trainees and be specific to individual needs and relate to the Teachers’ Standards and pupil progress. These should be SMART, i.e. S = Specific, M = Measurable, A = Achievable, R = Relevant, T = Time bound
- grading of the lesson is to take account of pupil/ learner progress taking into account a range of pupil assessments.
- Curriculum Mentor and Trainee both sign the Lesson Observation Record and each keep a copy

Supporting Trainee progress:

Developing Outstanding Trainees:
Ensure the following are taking place:

- difficult ideas or skills, taught in an inspiring and very effective way, stemming from excellent subject knowledge
- assessment and teaching that enables pupils to play a very strong part in making and recognising improvement in their work
- all pupils engrossed in work and make much better progress than could be expected
- match to pupils’ needs is sensitive and TAs support learning very well
- assessment information used directly in planning to impact on pupil progress
- feedback on work (oral and marking) is well-focused, diagnostic and helps pupils to see how to improve
- pupils are helped to judge the success of their work and to set targets for improvement
- almost all pupils have clear understanding of where to focus their efforts to improve
- set SMART targets to address identified points linked to the Teachers’ Standards

Going from Good to Outstanding:
If you have a trainee who is consistently being graded as ‘good’ and you are trying to move them into the outstanding section of the grading criteria, going through the following process can be of assistance:

- identify and celebrate their current good practice
- consider what a grade 1 lesson looks like with the trainee
- discuss what good or better progress for all learners looks like
- identify the barriers to achieving grade 1
- plan for the trainee to observe expert teachers
- provide opportunities for the trainee to meet and discuss with expert teachers
- additional opportunities (for example, to organise a trip, lead an assembly)
Interventions available to support a trainee requiring improvement:

- clear identification of areas for concern to enable effective and appropriate support, for example is the issue around subject knowledge or planning skills?
- SMART target setting to identify key areas of focus and appropriate strategies for improvement
- identify appropriate and clear communication pathways, for example set a fixed timescale for the submission of lesson plans
- observation of expert practitioners either at the setting or in a partner school/college
- team planning and teaching with class teacher/edge hill university partnership trainer
- discussions and reflections with expert practitioners
- additional tutor visits to provide additional feedback and review target setting
- tutorial at edge hill university
- a one-day shadowing of an outstanding trainee in another setting

Cause for Concern

In some situations there may be concerns regarding the trainees’ development. In these instances the following guidelines need to be adhered to:

- ensure that any cause for concern is identified and communicated to Edge Hill University tutors as soon as possible.
- the Curriculum Mentor will work with the Professional Mentor to set clear targets and timelines that are jointly agreed and communicated to the Edge Hill University tutors. Request an additional support visit by the visiting tutor.
- if the trainee does not make sufficient progress then the trainee will need to go through the formal ‘requires improvement/‘at risk’/remediation procedure. This is a joint Edge Hill University and school/college/setting process and requires agreement from all parties using specific documentation.
- where there is a risk of the student failing the professional practice, the ‘at risk’ procedure must be followed, and the trainee must be given 2 weeks to address the targets. It is only after this process has been completed and the trainee has failed to make sufficient progress that it can be stated that the trainee has failed.
- where there is evidence of serious misconduct the trainee can be withdrawn from the professional practice.
Assessment of Trainees

**Teachers’ Standards (2012)**

Teachers in training are assessed against the Teachers’ Standards (2012), recognising that by the end of training a trainee should be able to assess his or her own practice accurately as well as receive feedback from colleagues.

The Teachers’ Standards states that:

‘Providers of Initial Teacher Training (ITT) will assess trainees against the standards in a way that is consistent with what could reasonably be expected of a trainee teacher prior to the award of qualified teacher status (QTS). Providers will need to ensure that their programmes are designed and delivered in such a way as to allow all trainees to meet these standards, as set out in the Secretary of State’s Requirements for Initial Teacher Training’.

**Assessment Activities**

Assessment of trainees is made through a range of assessment activities (outlined below). In order to give trainees clear and appropriate guidance in relation to these assessment activities, written feedback forms are completed.

<table>
<thead>
<tr>
<th>Assessment activity</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation of teaching assessed against the Teachers’ Standards which underpin all aspects of pupil progress.</td>
<td>Trainees’ teaching: focus on the features of a teaching session/lesson and the impact on pupil learning and progress.</td>
</tr>
<tr>
<td>Consideration of assessment, feedback and learner progress using pupil work, marking, feedback and tracking of progress</td>
<td>Class work, assessment and feedback to learners, pupils’ feedback, trainee tracking documents of the classes they teach.</td>
</tr>
<tr>
<td>Consideration of trainees’ files, including discussions with individuals, pairs or groups.</td>
<td>Trainees’ files: focus on the trainees’ planning and assessment files and evaluations.</td>
</tr>
<tr>
<td>Meetings with individuals, pairs or groups.</td>
<td>Trainees’ explanations: focus on their ability to discuss their performance during the professional practice.</td>
</tr>
<tr>
<td>Reflection upon all of the above.</td>
<td>Trainees’ characteristics: focus on trainees’ overall characteristics as evidenced throughout the placement.</td>
</tr>
<tr>
<td>Interim and End of Placement Assessments</td>
<td>Trainees identify key achievements and targets for development against the Teachers’ Standards (2012). These are discussed and moderated in discussion with the Curriculum Mentor and Visiting Tutor.</td>
</tr>
</tbody>
</table>
Judgements of Trainee Achievement and Progress

During the course of their training programme, it is to be expected that trainee progression against the Teachers’ Standards will reflect their stage of training. It is reasonable to expect that trainee performance might look as follows:

<table>
<thead>
<tr>
<th>Phase of Training</th>
<th>Expected baseline performance against Assessment Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Practice 1a</td>
<td>By the end of this practice, trainees should be securely – Working Towards the Teachers’ Standards. Professional judgement should be made regarding which aspects of the Standards a trainee has had opportunity to address at this early stage in their training.</td>
</tr>
<tr>
<td>Professional Practice 1b</td>
<td>By the end of this practice, we would expect most trainees to be secure in their application of the Teachers’ Standards overall. It is likely that they will still be working towards the Teachers’ Standards in areas that are recognised to be more challenging.</td>
</tr>
<tr>
<td>Professional Practice 2</td>
<td>By the end of this practice, trainees should be secure in all areas, with clear areas of strength. This will be reflected in the trainees’ ability to identify how each of the Teachers’ Standards impacts upon pupil learning, as per the diagram below.</td>
</tr>
</tbody>
</table>

End of Placement judgements of trainee achievement

When making overall judgements of trainee achievements against the Teachers’ Standards please consider the following:

- observations of the trainee in school/college
- pupil / learner progress using a range of evidence
- dialogue with the trainee about their performance and future developments
- scrutiny of documentation in Professional Development Portfolio and teaching files

Determining a Grade

- consider the use of the ‘best fit’ method for determining the overall grade for the placement
- remember that although the grading criteria are based on the Teachers’ Standards it is only a tool to measure trainees working towards QTS
- consider evidence gathered by the trainee including teaching files, planning, training plans subject knowledge and experience against the national priorities
- Performance is ‘Outstanding’ (1) when:
  - The majority of practice is at least ‘good’
  - There are consistent and regular elements of outstanding practice throughout the placement
An Outstanding Trainee is one whose learners are making good or better progress
Preparing for professional practice

### Before your trainee arrives

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</thead>
<tbody>
<tr>
<td><strong>1.</strong> Ensure your training is up-to-date (online training package <a href="http://eshare.edgehill.ac.uk/6023/2/html5.html">http://eshare.edgehill.ac.uk/6023/2/html5.html</a> ) and you have read the professional practice guidance.</td>
<td>Tick</td>
</tr>
<tr>
<td><strong>2.</strong> Have the following documentation prepared or have access to:</td>
<td></td>
</tr>
<tr>
<td>• School Policy pack: behaviour, health and safety, marking, child protection, confidentiality, internet access, literacy reading and phonics, teaching and learning, SEND, assessment, numeracy and any others you deem relevant to your school</td>
<td></td>
</tr>
<tr>
<td>• School timetable</td>
<td></td>
</tr>
<tr>
<td>• List of staff and roles in school</td>
<td></td>
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<tr>
<td>• Contact information</td>
<td></td>
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<tr>
<td>• School handbook</td>
<td></td>
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<tr>
<td>• Prospectus</td>
<td></td>
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<tr>
<td>• Homework timetable</td>
<td></td>
</tr>
</tbody>
</table>

3. Read Professional Practice handbook, familiarising yourself with roles and tasks trainees are expected to complete.

4. Read the documentation sent from Edge Hill University about the trainee, particularly in relation to their targets and the assessment of trainees against the Teachers’ Standards.

5. Inform other staff of the dates the trainee will be in school.

6. Meet with the department to discuss the Professional Practice and expectations.

7. Note dates for returning the interim report and End of Practice Report to Edge Hill University.

### On arrival

<p>| | |</p>
<table>
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<tbody>
<tr>
<td><strong>1.</strong> Greet trainee and take on tour of the school.</td>
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<td><strong>2.</strong> Introduce to department staff.</td>
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<tr>
<td><strong>3.</strong> Provide school documentation and discuss.</td>
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<td><strong>4.</strong> Make aware of first aiders, fire procedures and child protection officer.</td>
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<tr>
<td><strong>5.</strong> Discuss access arrangements to school premises and parking.</td>
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<td><strong>6.</strong> Set out expectations of:</td>
<td></td>
</tr>
<tr>
<td>• Time of arrival and departure</td>
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<tr>
<td>• Dress code</td>
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</table>
- Attendance at staff meetings
- Training or inset taking place during placement
- Housekeeping (tea and coffee money, toilets, lunchtime arrangements)
- Procedures if late or absent
- After school clubs
- Break duty
- Assembly
- Planning – when to be completed by

### During Professional Practice

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#### 1. Designated weekly meeting time with Curriculum Mentor to:
- Discuss any concerns trainee has
- Review targets from previous placements/meetings/observations
- Sign attendance record
- View trainee files to monitor:
  - planning and evaluations
  - record keeping
  - progress of placement tasks
- Arrange weekly observation/agree feedback time
- Set SMART targets from observations/planning, (Specific, Measurable, Attractive, Realistic, Timely).
- Look at progress against the assessment criteria / Teachers’ Standards
- Arrange observations of good practice and subject specific teaching in school
- Facilitate opportunities for trainee to carry out directed tasks
- Arrange training opportunities linked to the national priorities (e.g. SEND, Behaviour, Wellbeing, Workload, EAL, literacy, reading and phonics)

#### 2. Designated weekly meeting time – Professional Studies Programme to develop a comprehensive understanding of:
- the role of the teacher
- planning and assessment to ensure pupil progress
- national assessments and examinations
- child development and learning priorities, such as managing pupils’ behaviour, early reading, and special educational needs and disability
- assessing and evaluating teaching
- the use of evidence and research to inform teaching.

"Initial teacher training criteria and supporting advice” DfE March 2016
<table>
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<tr>
<th>3. Discuss trainee’s progress and pupils’ progress and highlight assessment criteria / Teachers’ Standards appropriately.</th>
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<tr>
<td>3. Discuss and complete interim grade form.</td>
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<td>4. Be available to provide guidance and support as required.</td>
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**Final Week of Placement**

<table>
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<tr>
<th>1. Complete End of Practice Report and discuss achievements and targets with trainee.</th>
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<tr>
<td>2. Arrange/Confirm End of Placement meeting with University Tutor (done by trainee).</td>
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<td>3. Ensure that all targets are SMART targets from observations/planning, <strong>(Specific, Measurable, Achievable, Realistic, Timely)</strong> and reference the Teachers’ Standards.</td>
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<td>4. Sign off attendance register.</td>
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Mentoring in School: Suggested Reading

Journals:

- Asia-Pacific Journal of Teacher Education
- International Journal for mentoring and coaching in Education
- Professional Development in Education


CollectivED: The Mentoring and Coaching Hub for https://www.leedsbeckett.ac.uk/carnegie-school-of-education/research/collectived/


- Chapter 13 Mentoring and Coaching for School Teachers’ Initial Teacher Education and Induction pp201-214


- Chapter 1 Learning to teach and models of mentoring Trisha Maynard and John Furlong


GRAVELLS, J (2017) Mentoring; Getting it right in a week St Albans. Critical Publishing


HEIKKINEN, WILKINSON, ASPFORS, BRISTOL (2018) Understanding mentoring of new teachers: Communicative and strategic practices in Australia and Finland Teaching and Teacher Education 71 1-11


  o Section 3 Teacher Education and Professionalism
  o Section 4 Teacher Education, Collaboration and Professional Support


  o Chapter 2 Coaching, Mentoring and peer-networking: changing practice and raising standards


Accredited and non-accredited Continuing Professional Development

The Professional Learning Department within the Faculty of Education has developed a Professional Learning Framework that will deliver an increasing range of post-graduate professional development courses. This will range from CPD in Mentoring and Coaching to Masters’ and Doctoral programmes, as well as courses with accreditation from professional bodies, e.g. National Award for SEN Coordination (NASENCO), with discounts available for current mentors. For further information please see the Professional Learning pages on the Edge Hill University website.

The Early Career Framework

In January 2019 the Department for Education published the Early Career Framework to provide a further 2 years of structured support for new teachers building on the work of initial teacher training and research evidence. This will be piloted from September 2020 in the North East, Bradford, Doncaster and Greater Manchester. For further information see the Department for Education Early Career Framework document