

Role of the Professional Mentor

Each Partner School appoints a Professional Mentor to oversee the scheme within the school, ideally this is a senior teacher, assistant or deputy head, often with related responsibilities for the induction of newly qualified teachers and the professional development of staff. The Professional Mentor is at the heart of the ITT network, liaising externally with the Programme Manager/ Course Tutor and marketing, Recruitment and Administration Officer and, internally, with the Headteacher, LSM, Subject Mentors/Tutors and Trainees.

Role

The role of the Professional Mentor is to ensure that each trainee has access to high quality learning opportunities in the school, needed for them to fulfil all the requirements of the course and so achieve Qualified Teacher Status and, if appropriate, the PGCE.

Tasks

These can be divided into five broad areas, which themselves may overlap.

1. Monitoring and Quality Assurance

- a) To monitor that all mentors in their school have the agreed non-contact hour per week in order to mentor trainees and that this is clearly identified on the timetable
- b) To monitor individual trainees' timetables so as to ensure that
 - i. the subject mentoring slots are clearly identified on the timetable (not Thursdays),
 - ii. trainees have the required amount of class contact and non-contact time
 - iii. trainees have the opportunity to teach all relevant key stages and disciplines of their subject
 - iv. trainees have the necessary learning opportunities made available to meet targets set
 - v. trainees teaching 14-19 subjects teach the majority of their timetable in the subject they are training in, as laid out in the guidance in the Mentor Handbook.
- c) To monitor that trainees and mentors are completing the Trainee Progress File, evidence files and standards record to the required standard.
- d) To monitor that each trainee receives good quality and effective mentoring by monitoring the Trainee Progress File on a fortnightly basis and adding general comments to support training.
- e) To monitor that each trainee has at least the required number of completed written lesson observation sheets for each IMP.
- f) To quality assure the standard of observation and mentor sessions by
 - i. having at least one paired lesson observation per trainee each **placement**,
 - ii. sampling mentor sessions to ensure high quality effective mentoring and meeting mentors, as a group, each half term (as per calendar).
 - iii. 'dropping in' on mentor sessions throughout the year
 - iv. Ensuring Sub-Mentors have access to the scheme's Sub-Mentor training materials
- g) To monitor the quality of reports written by colleagues for IMPs and to take the necessary action if and when required.
- h) To support CO in line managing LSMs in their school in order to assist in the monitoring and QA of SPS.
- i) To ensure all trainees have completed the safeguarding training at their school to supplement the safeguarding training provided by Mid Essex ITT. Trainees should be aware that during their training they are to adhere to the safeguarding procedures at their placement school.

2. Assessing

- a) To collate and complete the requisite written reports for each trainee promptly at each IMP and forward to the ITT Office.

- b) To report on the progress of trainees towards QTS and PGCE at Internal Monitoring Points (IMPs) and the Assessment Board.
- c) To monitor Trainees' Progress File in order to monitor progress towards standards
- d) To meet with trainees, as a group, twice per half term in order to monitor progress, support training and arrange school based learning opportunities (*as per calendar*)
- e) To mark and/or moderate tasks and assignments. To support trainees in planning and researching assignments where appropriate.
- f) To conduct joint observations of each trainee a minimum of once each placement - NB in the case of a trainee with significant weaknesses, observations may be much more regular, complementing those of the subject mentor.

3. Communicating

- a) To be the main line of communication between the Programme Manager/ Course Tutor and the school.
- b) To meet with mentors and trainees as per calendar and communicate their comments to the Programme Manager/Course Tutor using the relevant notes pro-forma
- c) To explain the strategy for mentoring and the support structure in the school to trainees, including the Personal Tutor who is nominated by the professional mentor.
- d) To ensure that the requirements of ITT are clear to all relevant personal within the school. To work towards whole school awareness and support for ITT
- e) To keep the headteacher and SLT informed of all relevant developments, including briefing him/her on relevant items of the agenda of the Headteachers' Committee meetings.
- f) To liaise with the Marketing, Recruitment and Administration Officer over administration and the submission of expenses claims.

4. Developing

- a) To contribute to the review and development of the ITT scheme throughout the year
- b) To review the training needs of all mentors in the school and ensure that they are being appropriately identified and met. This to include the completion and annual renewal, of mentor and training department pen portraits.
- c) To deliver elements of the annual General Professional Studies (GPS) programme as appropriate
- d) To oversee and update GPS reference materials and resources stocked in each school
- e) To attend and contribute to the Management Committee

5. Additional tasks which do not fit easily into the above categories are:

- a) To arrange and timetable meetings and observations of trainees by the External Moderator(s), Course Tutor, Programme Manager, other visitors e.g. link tutor from Accrediting University/HMI
- b) To write references for trainees as required
- c) To participate in interview days, where possible.
- d) To arrange for the release of subject mentors to attend the calendared ITT meetings and training sessions.
- e) To attend and contribute to recruitment evenings, induction morning and awards evening.
- f) To prepare an induction programme for trainees placed in their school.
- g) To attend all relevant training opportunities organised by MEITT.

| | Tasks | Frequency |
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| Communication with | Trainees | Ongoing informally. Formally, twice each half term |
| | Mentors | At least once each half term (as per calendar) |
| | Central Office | As and when necessary |
| Reporting | | As per programme (IMPs 1,2,3) |
| Quality Assurance | Paired observation | 1 per placement per trainee |
| | Mentor observation | Each mentor once during the year |
| | Trainee entitlement | Ongoing according to scheme's requirements |
| | Paperwork | Write PM comment at IMPs |
| | Resources | Annually |
| Finances | | Running costs each term |
| Selection and Recruitment | Induction to the school | Throughout the year |
| Assessment | Observation | 1 per placement per trainee |
| | Assignment | As per programme |
| | Assessment Board | June |
| | Internal monitoring point | IMPs in the year |
| School based Training | | Arrange appropriate school based learning opportunities throughout the year |
| Centre based training | | When able and willing |
| Development | | Calendared Management Committee |