

Appendix I - Role of the Subject Mentors

[Updated September 2021 to include references to Mosaic and the new curriculum]

The **School Based Subject Mentor ('Mentor')** is the key player in helping the trainee develop, within the specialist subject area, the necessary skills, knowledge and understanding in order to become an effective teacher.

Role

Specifically, the Mentor will:

- demonstrate effective practice through his/her own work
- Monitor and review the progress of the trainee, focusing upon the Mid Essex ITT curriculum, including auditing subject knowledge for teaching
- Continually assess the performance of the trainee and report at each IMP
- Foster and lead a 'training department' approach in their subject area

Tasks

In order to fulfil the above role, the Mentor will:

- construct in consultation with the Professional Mentor and HOD appropriate timetables/ schedules for the trainee during each term of the course;
- honour the protected non-contact time for timetabled mentoring sessions;
- be observed by and observe the trainee formally throughout the course;
- carry out paired observations with the PM, LSM, Course Tutor, Programme Manager according to QA procedures;
- complete the 'lesson observation' pro-forma, setting targets according to MEITT guidance on Mosaic;
- check trainees' completion of core tasks and support them with their development;
- co-ordinate other staff's involvement in training (including Sub-Mentors) and ensure ITT training is discussed at department meetings;
- deliver subject/department sessions on expectation and protocols for trainees;
- carry out joint observation with sub-mentors (members of the department);
- write the formal reports on trainee performance as required by the scheme at Internal Monitoring Points;
- liaise with the school's Professional Mentor on all ITT related matters;
- liaise with the Lead Subject Mentor e.g. through participation in subject meetings, cross-school visits, regular feedback on trainee progress;
- attend all necessary meetings with PM, LSM and Central Office;
- use the handbook as a constructive guide to support the trainee during the year;
- follow the requirements of the agreed subject mentoring programme;
- contribute to the Thursday afternoon subject programme, when possible and willing as requested by the LSM;
- participate in planning mentor development day and other training opportunities throughout the year according to individual needs and course requirements.

Mentoring sessions

As in the planning and delivery of lessons, the Mentor should, with mentoring sessions also, exemplify good practice. This means amongst other things that the mentoring session should:

- have an agreed agenda/focus – see weekly mentor notices emails;
- start promptly;
- take place in an appropriate environment (i.e. private, quiet, free from interruption);
- allow for meaningful contribution by the trainee;

- be constructive and positive;
- Construct a target on Mosaic for the coming week;
- finish on time with a summary of ground covered/tasks to be undertaken

Tasks	Frequency
<ul style="list-style-type: none"> • Day to day support and observation • Liaison and co-ordination with training department 	Daily
<ul style="list-style-type: none"> • One mentor meeting 	Weekly
<ul style="list-style-type: none"> • Required number of observations • IMP Report • Subject meeting • PM Meeting 	Half termly
<ul style="list-style-type: none"> • Mentor training (February and July) • Reports 	Termly
<ul style="list-style-type: none"> • Contribute to the evaluation and planning of the subject professional studies programme • Final Report (IMP3) 	Yearly

