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Audit of National Standards for School-based ITE Mentors

Preamble

This audit is intended to support a developmental approach to teachers wanting to become effective mentors. We know that the quality of mentoring received by student teachers and newly qualified teachers can:

- a. Impact on the quality of learning of pupils taught by student teachers in their first years of teaching and in some cases more permanently – thereby reducing in-school variation
- b. Impact on the likelihood of beginner teachers staying within the profession for more than 3 years
- c. Be most effective when student teachers work within departments in which many mentors work and which might be termed 'training departments'.

This audit targets those teachers who are normally at least in their third year of teaching who wish to further develop skills and attributes related to high quality mentoring. The descriptors below provide a framework of expectations against which the audit should be used for self-evaluation purposes. *Links have been made to the Core Curriculum for ITE and these have been given in italics. Please shade with a highlighter the best fit for you at this stage of your development.*

At this stage, my practice and understanding is likely to be affected by leading of some student teachers and therefore could be influenced by shadowing or working with more experienced mentors.

I have begun to develop an understanding of the mentor role and am developing a coaching approach to supporting student teacher progress.

With guidance from more experienced colleagues, I am able to provide clear and timely feedback following lesson observations.

I know where very good practice exists within the school and have developed the skills to be able to evaluate and communicate why that practice is so effective within the context of the school.

I am developing an understanding of the need to monitor the emotional and physical health of the student teacher and am beginning to understand how to exercise a duty of care.

I am beginning to develop the skills necessary to manage difficult situations and conversations with the student teacher and/or other staff members and work to develop student teacher confidence.

I am able to manage my own time in order to support and meet the needs of the student teacher when needed.

I know and understand what 'good classroom practi *

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At this stage, I have a good level of practice and understanding of leading Beginner Teachers.

I have a good understanding of the mentor role and adopt a coaching approach to supporting student teacher progress.

I am able to provide constructive, clear and timely feedback following lesson observations.

I know where very good practice exists within the school and am able to articulate and communicate why that practice is so effective within the context of the school.

I am able to monitor the emotional and physical health of the student teacher and understand how to exercise a duty of care in order to promote the well-being of the student teacher.

I have the skills necessary to manage difficult situations and conversations with the student teacher and/or other staff members and encourage the development of student teacher confidence.

I am easily able to manage my own time in order to support and meet the needs of the student teacher when needed.

I am able to easily identify and recommend departmental resources, planning, policies and procedures for the student teacher and support the student teacher in applying these, very often by modelling.

I understand

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I have a deep and insightful knowledge and understanding both of the school and of its similarity to and differences from other schools.

My personal behaviours are driven by moral purpose and they model at all times commitment to the achievement of all pupils within the education system.

I have deep insight into the behaviours of pupils and into the policies and procedures of the school with an understanding of how to make these work for student teachers.

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Please use a scale of 1 to 3 (1 is the lowest, 3 is the highest) to indicate your confidence level for each standard point. It would also be useful to provide a rationale for your grading, which could be gathered from your professional conversations.

Establish trusting relationships, modelling high standards of practice, and understand how to support a student teacher through initial teacher training

Standard point	1 - 3
Be approachable, make time for the student teacher, and prioritise meetings and discussions with them	
Use a range of effective interpersonal skills to respond to the needs of the student teacher	

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Support the student teacher in accessing expert subject and pedagogical knowledge	

Resolve in-school issues on the student teacher

