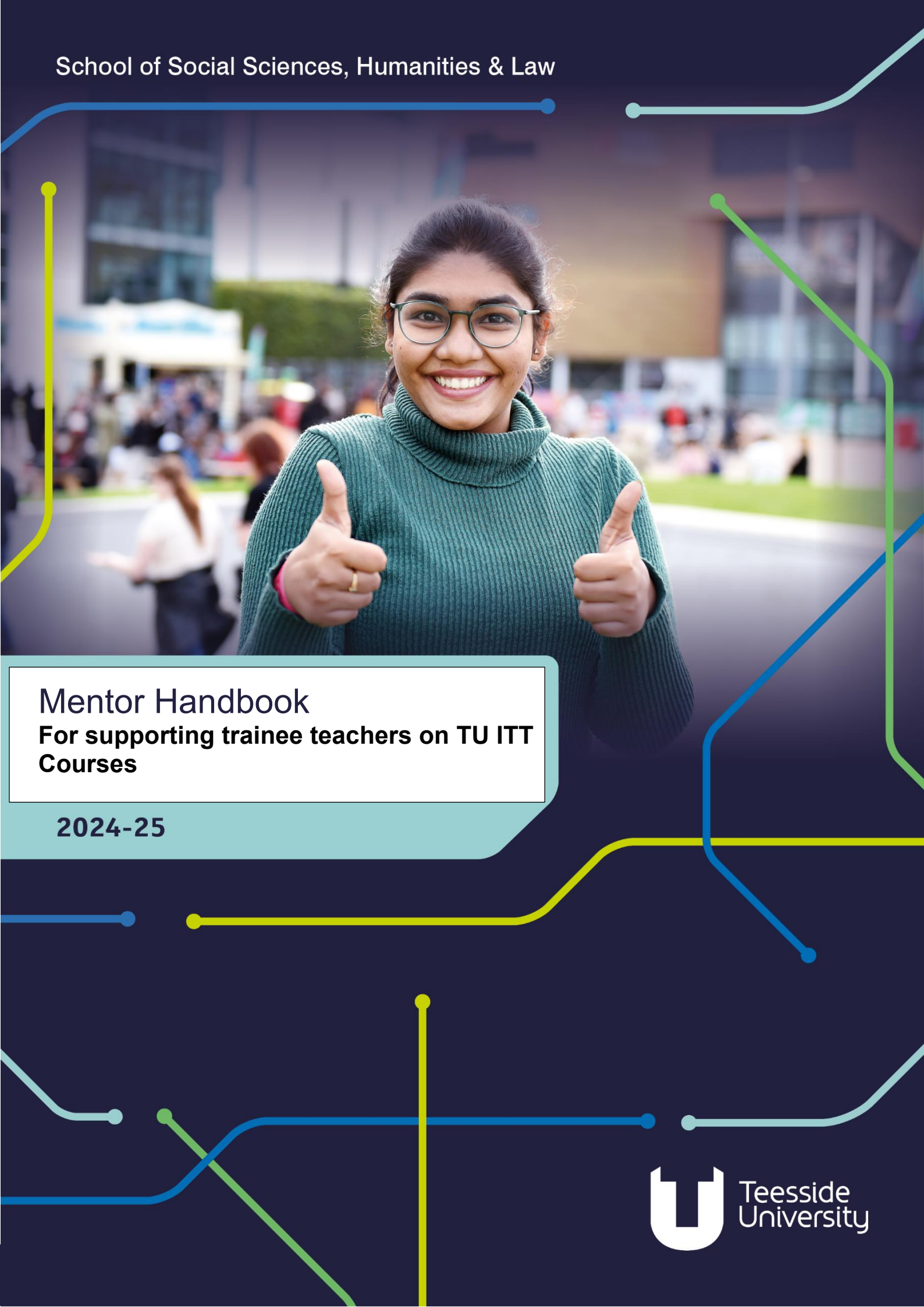


School of Social Sciences, Humanities & Law



Mentor Handbook
For supporting trainee teachers on TU ITT
Courses

2024-25

Contents

1.	
Contents	2
1. Welcome to Mentoring at Teesside!	4
1.1 Our Vision And Aims	4
1.2 What You Can Expect From Us	4
1.3 What You Can Expect From Your Mentee.....	5
2. About Our Courses	7
2.1 Course Information and Programme Structure	7
2.2 DBS Certificate.....	8
3 Mentoring	9
3.1 Minimum Mentor Profile.....	9
3.2 Qualities of a Good Mentor.....	9
3.3 Mentoring Models.....	10
3.4 Helpful Hints	11
3.5 Target Setting	12
3.6 Roles and Responsibilities	12
4. Mentor Training and Development	15
4.1 Dates of Mentor Training PGCE (Autumn 2024 Start)	16
4.2 Dates of Mentor Training PGCE (Spring 2025 Start).....	17
4.3 Dates of Mentor Training BA Primary (Autumn 2024 Start).....	17
4.4 Dates of Mentor Training - TU Lead Mentors.....	17
4.5 NASBTT Mentor Development Modules	18
5. Contacts	19
6. Course Information	20
6.1 The TU Curriculum, Directed Tasks and Policies in Practice.....	20
6.2 ITaP	20
6.3 Documentation	22
6.4 Teaching Practice	22
6.5 Recording Progress and Making Judgements	23

6.6 Lesson Observations	23
6.7 Weekly Progress Meetings.....	25
6.8 Tripartite Meetings	26
7. Unsatisfactory Mentoring Situations	27
8. The Professional Practice Portfolio (PPP)	29
9. Weekly Bulletins.....	30
10. Assignments	30
11. Quality Assurance	30
12. Appendices.....	31

1. Welcome to Mentoring at Teesside!

A warm welcome from the School of Social Sciences, Humanities and Law to all mentors of trainees on our Initial Teacher Training (ITT) courses. The success of our courses depends on trainees receiving excellent support from experienced colleagues acting as mentors, therefore we appreciate your commitment. The school environment is intended to provide trainee teachers with a realistic and intensive experience of being a teacher and the mentor is a vital professional in the successful training of student teachers.

This ***Mentor Handbook*** provides you with essential course information such as, teaching requirements, appraisals, and observations, as well as exploring the roles and responsibilities of a Teesside University (TU) mentor. It will also clarify trainees' responsibilities and identify specific areas where they may need guidance from their mentors. **It should be read alongside each programme's [Course Handbook](#), which will provide in depth information about the specific course your trainee is completing.** In addition to the mentor handbook, help and support will be available through the mentor training programme, dual observations, tripartite meetings, weekly bulletins and the newsletter, alongside regular communication from the TU ITT TEAM.

1.1 Our Vision and Aims

We aim to provide the Tees Valley with informed and resilient trainees who are equipped with the skills and knowledge to be successful as early career teachers and beyond into their teaching careers.

We aim to recruit enthusiastic, committed trainees whose inherent curiosity and creativity as life-long learners empower them to become strong, reflective teachers who strive to continually improve their practice.

Our vision focusses on ensuring children and young people have the highest quality of education, that our schools and colleges can develop strong, inspirational leaders and that, as well as informing our practice with research evidence, we develop our own evidence base for Tees Valley educators.

1.2 What You Can Expect from Us

As a mentor you should expect to receive the full support from the wider Teesside University team.

This will include:

- Access to a variety of mentor training opportunities

- Access to a Mentoring Toolkit, which will include: The *Mentor Handbook*, *Course Handbook*, *Practice Academic Enhancement Framework* (PAEF), the Core Content Framework, as well as a full range of mentor documentation to enable you to contribute to the overall assessment of your trainee's teaching.
- Regular email contact with the Personal Tutor/Partnership Mentoring Team/Partnership Coordinator
- Weekly bulletins to keep you apprised of TU curriculum content and upcoming events.
- A dual observation to be completed with a member of TU course staff.
- A regular newsletter to keep you informed of key aspects of the wider programme and partnership.
- The opportunity to attend trainee conferences.
- Tripartite communication/meetings involving a member of TU course staff, your trainee, and mentor (face-to-face, on-line platform, telephone or via email)
- The opportunity to feedback regularly on your experiences as a mentor via questionnaire, allowing mentors to influence and improve the mentor experience going forwards and improve efficiency.
- The opportunity to contribute your ideas and perspectives to enhance and develop the programme.

At all times you are welcome to email the Principal Lecturer, Course Leader, or the wider ITT team at Teesside University with any comments, suggestions, queries, or concerns. Contact details of key personnel can be found later in this handbook.

1.3 What You Can Expect from Your Mentee

At Teesside University, our trainees will:

- always behave in a professional manner
- work within the legal and ethical framework and ethos of the profession.
- respect confidentiality when dealing with professional activities.
- seek and respond appropriately to advice from key people, including their Personal Tutor and mentors, regularly discussing their own personal development.
- monitor their professional development using the *Practice Academic Enhancement Framework* and judge their effectiveness against the PAEF.
- maintain and develop a Professional Practice Portfolio to demonstrate their progress towards gaining QTS.
- store Observation Records, Weekly Progress Proformas, Tripartite Meeting Proformas, End of Placement Reports, as well as reflections on Directed Tasks, and personal reflections within their Professional Practice Portfolio

- in the planning stages, work collaboratively with their Mentors, agree the topic/content and learning outcomes to be taught, listen carefully, and respond to advice.
- make sure that their intended lesson plan and resources are shared with experienced mentors in sufficient time for alterations to be made, if necessary
- engage in wider professional activities as appropriate.

2. About Our Courses

Teacher training courses are demanding. Combining academic study with a substantial teaching practice workload can be challenging for our trainees and requires a high degree of commitment. These are professional courses that are designed to help trainees become the best Early Career Teachers that they can be and to prepare them thoroughly for working in a wide range of educational establishments with a variety of students. That means developing understanding of how to facilitate learning and teaching as well as preparing them for the wider expectations of teaching and training roles.

We expect that trainees will approach our courses, from the outset, in a professional manner and underpinning this course is the CCF with a view to meeting [The Teachers' Standards](#) (see appendix A) at the end of the course. On-going formative assessment of trainees throughout the course is against the trainee curriculum, which is underpinned by the CCF and therefore the Teachers' Standards. For accurate assessment, we rely on contributions from the trainees' mentors with regards to progress and professional conduct within the placement setting.

Courses at this level require extensive independent study and reading beyond allocated contact times and trainees are expected to: complete independent reading and research; use online resources; work effectively in collaboration with others; participate in formative and summative assessment activities; take part in a wide range of learning activities and to consistently track and document their development as a professional teacher. Trainees will complete their placement training at different schools over the duration of their course to widen their knowledge and understanding of educational practice.

2.1 Course Information and Programme Structure

Every programme is split into a series of modules which are inextricably interwoven; there will always be an overlap in skills and content. The expectation is that trainees will learn to always apply their learning in a holistic way. For specific detail on Programme Structures and Module Information for each course, please see specific Course Handbooks. Each programme has a specific Course Calendar which can also be found in the Course Handbook.

2.2 DBS Certificate

All trainees will have undergone full DBS checks* prior to being allocated a place on the course. Relevant details will be sent to schools upon placement trainee notification. For DBS checks we ensure that we are meeting the DfE compliance criteria which states:

Accredited ITT providers should confirm in writing to schools that a non-salaried trainee's criminal record check, including a check of the children's barred list, has been completed and that the individual has been judged by the accredited ITT provider to be suitable to work with children. Accredited ITT providers are not required to provide any information to schools in addition to this confirmation. Schools may wish to record this confirmation in their single central record, but they are not required to do so.

*Satisfactory enhanced Disclosure and Barring Service (DBS) criminal records check which considers the children's barred list and whether a trainee has previously behaved unsuitably for work with children and been removed from a programme or would have been had they not left. Further checks are carried out for international applicants to consider events outside the UK.

In the event a school want to add DBS information to their SCR, we ask trainees to bring their DBS with them on the first day of placement, but we do **not** share the DBS number.

All trainees are provided with the latest version of the Keeping Children Safe In Education document as part of their Teesside University induction and we complete child protection training as part of the same process.

In addition to this, accredited ITT providers should ensure that all trainee teachers, at the start of their training in any school, are provided with:

- The child protection policy
- The staff behaviour policy (sometimes called code of conduct)
- Information about the role of the Designated Safeguarding Lead (DSL)

We then ask trainees to confirm that they have read and understood this documentation by completing a Policies Proforma (see Appendix J) and uploading into the Professional Practice Portfolio (PPP)

3 Mentoring

3.1 Minimum Mentor Profile

We appreciate that many of the mentors working in partnership **have vast experience within education**. We ask all schools the beginning of the partnership to complete a Mentor Nomination Form (Appendix B) after having considered the information in the Mentor Person Specification (Appendix C). This will enable us to value the experience and individual expertise of each mentor and identify any specific areas of training that are required. We ask that as a minimum mentor profile, our mentors:

- Are experienced practitioners (at least 2 years' teaching experience following qualification) **We do not allow Early Career Teachers (ECT's) to mentor our trainees.**
- Hold an appropriate teaching qualification (not be a current trainee teacher)
- Are appropriately trained or willing to participate in training to carry out the role effectively.
- Have sufficient time to fully embrace and carry out the mentor role.
- Can extend learning opportunities, provide access to resources, offer support, and positively challenge trainees in their approach to daily tasks so that maximum progress is made.

3.2 Qualities of a Good Mentor

At a very simple level, mentoring is: *'the relationship between two parties, in which one party (the mentor) guides the other (the mentee) through a period of change and towards an agreed objective or assists them to become acquainted with a new situation.'* (Kay and Hinds, 2012, p.20) However, at TU we have very high expectations for all stakeholders within our partnerships, including ourselves.

Our mentors should have:

- A desire to help others to develop their potential.
- An open mind and a desire to learn and grow continuously themselves.
- A wish to give something back: to use accumulated experience and wisdom to help the next generation of teachers succeed.
- Time, commitment, and sensitivity for the role

- The ability to build effective, professional relationships, built upon mutual trust and respect.
- Up-to-date subject and pedagogical knowledge and understanding of educational initiatives.
- Flexibility, creativity, and problem-solving skills
- A desire to motivate, encourage and empower others.
- Enthusiasm for their practice and the desire to share it with others.

As Wright (2010) indicates, the mentor must be much more than simply an experienced teacher, as the more experienced and expert we become *“the less we need to think explicitly and analytically about what we’re doing”* (Wright 2010, p6). Effective mentors need to disseminate their **own** professional practice for the trainee teacher who may be overwhelmed by the complexities inherent in working in the education sector for the first time.

Above all, *‘a mentor has to be approachable...A mentor should not ask (mentees) to do something that they wouldn’t be prepared to do themselves. Equally, they should prompt you with questions that make you think, rather than give answers’* (Hughes 2021, p.3 -4). Therefore, a mentor should scaffold, support, and steer trainee teachers, building their confidence and empowering them to be the best they can be.

3.3 Mentoring Models

The following models may provide with additional information on mentoring styles and frameworks:

Model	Description	Where to read more about it
Clutterbuck (2002)	Discusses four basic styles of helping: directive, non-directive, stretching, nurturing	Wallace, S. and Gravells, J. (2007) <i>Mentoring</i> , 2 nd Ed, Exeter: Learning Matters
The Grow Model	Provides a framework for coaching by considering: Goal, Reality, Options/Obstacles and Will/Way Forward	Fletcher, S. and Mullen, C. (2012) SAGE Handbook of Mentoring and Coaching in Education, London: Sage
Malthouse and Roffey-Barentsen	Cycle based on the experience, reflection, professional practice, and action planning	Malthouse, R. and Roffey-Barentsen, J. (2013) <i>Reflective Practice in Education and Training</i> , Exeter: Learning Matters
Kolb (1984) + Honey and Mumford (1992)	Based on concrete experience, observation and reflection, abstract conceptualisation, active experimentation	Wallace, S. and Gravells, J. (2007) <i>Mentoring</i> , 2 nd Ed, Exeter: Learning Matters

3.4 Helpful Hints

When providing feedback to trainees a useful rule is to keep it **SIMPLE**

Sensitive	Remember that constructive criticism, no matter how well meaning, can be difficult to listen to.
Issue related	Maintain focus – don't get side tracked.
Meaningful	Relate all areas of discussion to personal development and professional standards.
Prompt	Don't leave it too long after the observation of teaching practice.
Listen	Listen to the mentee's analysis and use prompt questions to help them develop effective reflective skills.
Easy to understand	Don't complicate things and illustrate with examples where appropriate

(Adapted from Wallace and Gravells, 2007, p. 74)

When giving feedback/feed-forward Do	When giving feedback/feed-forward Don't
Create the right conditions. It should take place in an atmosphere of trust and real rapport	Launch into a barrage of criticism in order to get it out of the way as quickly as possible
Ask questions to enable them to assess themselves	Interrupt
Begin with two or three positive things which you want to praise	Be so general as to make it worthless
Follow with something that would make the performance even better next time	Criticise the individual on a personal level- stick to observations of behaviour and performance
Be specific – give examples and reasons	Be aloof
Ask for their response to what you have said	Deny them the chance to share their views and feelings
Be clear about what the consequences of not improving are	Brush over feelings
Recognise what contribution you may have made to any problems	Just think the 'praise sandwich' will do it for you
Make clear your positive desire to help resolve any problems, taking a 'can do' approach	Take a 'just get on with it' attitude
Be sensitive	See it as a chance to show off your powers of observation
Finish with an overall positive comment; consider getting them to summarise	End with negativity or expect that they have remembered everything that you have said
Encourage self-evaluation by asking questions rather than making statements	Make it a one-way discussion
Be honest and accurate	Exaggerate
Focus on what can be changed rather than what cannot	Be insensitive to factors beyond their control
Make suggestions	Give instructions

3.5 Target Setting

When creating targets with trainees, keep them SMART:

S	M	A	R	T
Specific	Measurable	Attainable	Relevant	Time-Bound
Add in as many details as possible.	Make sure your goal is trackable.	Take time to reflect.	Think about what is important to you.	Keep yourself accountable.
What will you do? Why and by when?	How will you measure your goal?	Can you realistically accomplish this goal within a certain timeline?	Does this goal align with your values and larger objectives and goals?	By when do you want to accomplish this goal? How long will it take?

3.6 Roles and Responsibilities

The core purpose of a mentor is:

- To establish trusting relationships, model high standards of practice, and understand how to support trainees through initial teacher training.
- To support trainees to develop their own teaching practice, set high expectations of all pupils and meet their needs.
- To set high professional standards and induct the trainee to understand their role and responsibilities as a teacher.
- To continue to develop their own professional knowledge, skills and understanding and invest time in developing good working relationships with Teesside University and others within the partnership.

Whilst on placement, working alongside our trainees on a day-to-day basis is the **Mentor**. Larger schools may also require support from the Head Teacher, or an appropriate person in the Senior Leadership Team, to coordinate a number of mentors and trainees.

At TU, we also have **Lead Mentors**, comprising the **TU Mentoring Team**, in addition to other identified **Lead Mentors** who work in conjunction with the University to assist delivery of mentor curriculum and ITAP.

The **Mentor** will support students in their placement experience by fulfilling the following roles and responsibilities:

- Take an active role in the Mentor Network, attending all meetings to ensure that they are aware of, and trained for, their role and responsibilities as well as sharing best practice and developing strategies for supporting trainees.
- Plan trainee structured activity using the Core Content Framework and the wider curriculum plan for ITT courses as outlined in Programme Documentation.
- Ensure that the processes and procedures outlined in Programme Documentation are adhered to during the placement.
- Support the trainee on a day-to-day basis, both professionally and pastorally.
- Ensure they have a weekly progress meeting with the trainee during the placement, completing the Weekly Progress Meeting Proforma.
- Observe the trainee informally and formally and give regular feedback.
- Engage in the DfE 2024 expectations of 20 hours of mentor training, (or 6 refresher) either synchronously or asynchronously.
- Liaise with the trainee's TU Personal Tutor regarding their progress in teaching practice.
- Act as a critical friend.
- Aid reflection on specific Directed Tasks
- Provide the trainee with advice and guidance as necessary, promoting the development of independent skills and resilience.
- Support the trainee to engage with up-to-date research and use evidence-informed approaches, delivering CPD.
- Encourage the trainee to use appropriate documentation e.g., lesson plans, schemes of work, resources, and individual learning plans for students, in the planning and delivery of teaching sessions.
- Assess the trainee both informally and formally and collaborate with the trainee to co-create SMART targets to drive progress.
- Ensure that all relevant paperwork, evaluations, reports, and QA outcomes are returned to the University.
- Attend tripartite meetings alongside the mentee, and a member of TU staff.
- Contribute to the development of the trainee's Professional Practice Portfolio
- Write End of Placement Reports and set appropriate SMART targets for Placement 2 / ECT years.
- Attend a transition meeting with the Placement Two Mentor in preparation for the second placement, to outline the trainees' progress and targets, ensuring smooth transition and continued progress.
- Support trainees to manage workload and plan teaching and development activities with well-being in mind.
- Partake in quality assurance and moderation processes as required by the University.

- Keep in regular contact with the TU Personal Tutor, Course Leader or Partnership Mentor Team and alert them quickly to any concerns regarding the trainee.
- Fully communicate with all TU teaching staff to ensure an effective partnership.

This list is not meant to be all-encompassing but is a guide to some of the key mentoring activities that would benefit students' progress on the course.

A Lead Mentor will hold responsibility for

- oversight, supervision, and quality assurance of mentoring provision in schools
- design and delivery of training for mentors
- tracking the number of hours of training undertaken by mentors, as part of the assurance of the general mentor grant funding,
- close working with trainees during intensive training and practice and the design of such elements
- oversight of trainee progress throughout the year and identification of interventions or modifications where required.
- in addition, providers may delegate other appropriate functions to lead mentors; for example, the opportunity to work on the design of training curricula relevant to the lead mentor's expertise.
- providing evidence of training undertaken by mentors, for example by completing and sharing a register with the placement school and DfE
- designing detailed, high-quality lead mentor training curricula in line with the minimum time requirements, detailed in the [2024/25 ITT criteria](#).

Please note: If any of these core responsibilities are not fulfilled, this results in a trainee not getting the expected support and the trainee may have problems reaching their potential and readiness to move onto the next stage/placement in their programme. It could also result in the termination of the partnership. If you are having difficulties, it is important to let the university know as soon as possible. We can, and will, always provide support if needed.

4. Mentor Training and Development

The University curricula fully aligns with and underpins Professional Practice on all programme routes. Theoretical content is further developed in professional practice with progressive weekly directed tasks. These tasks are communicated to all Mentors on a weekly basis through the bulletin, are frontloaded in the student Professional Practice Portfolio (PPP) and are structured to support taught content in a progressive approach. **Mentor training fully aligns with the DfE's 2024 expectations, in terms of 20 hours of training for all Mentors and a 6 hour 'refresher' in subsequent years.** Mentor development training is aligned to university curricula and designed and structured to develop mentors' knowledge and understanding, within the CCF core areas, so that trainees are fully supported within placement. **We ask that mentors use the knowledge and skills gained within their mentor training in practice so that it has direct impact with their trainees.** Some TU Mentor training comprises NASBTT Mentoring Modules, which are underpinned by the National Standards for School-based ITT mentors and designed using evidence-based principles to best fit the needs of Teesside University trainees.

As part of the Partnership Agreement and as [required by the DfE](#) it is a mentor's responsibility to ensure that they engage with **all** mentor training. The purpose of the training is to:

- ensure mentors are familiar with TU programme documentation.
- ensure mentors are familiar with the role of the mentor as required by this programme.
- ensure mentors are kept abreast of educational research and evidence-based practice.
- provide mentors with a platform to discuss the programme, the mentor process and contribute to its development.
- ensure a consistent understanding of the observation process for trainees.
- understand mentors' invaluable role in supporting the development of specialist knowledge and pedagogy.

We understand that mentors are making a big commitment, and there are therefore several ways that training can be completed. These are outlined below:

Type of training	Who and where
University mentor training sessions	There will be a schedule of training sessions which will take place 'live' online, and some will be offered asynchronously. Although we strongly urge you to take part in the 'live' sessions so that you can network with other mentors, these sessions will also be available offline in the Mentor Teams site.
Dual observation	All mentors will complete a dual observation with a member of the delivery team as part of our Quality Assurance process. This forms part of the mentor training for everyone.
Additional training at the time of the dual observation	One-to-one mentor training can be provided at the time of dual observations, or at the request of the mentor
Bulletins, tripartite meetings, asynchronous reading, voluntary NASBTT modules	These activities are all considered when calculating training time.

All training is compulsory for mentors. We are always happy to work with individual mentors to ensure that mentor training is accessible to all and there is the flexibility to complete training asynchronously. We set our mentor training dates at the beginning of the academic year, as we understand the need to have dates early to aid school planning. Therefore, all the dates for Mentor Training for 2024- 2025 are already set. CPD may need to be evidenced to access DfE Mentor funding, so mentors should ensure their attendance is logged at training and claim any assessed NASBTT badges or certificates.

4.1 Dates of Mentor Training PGCE (Autumn 2024 Start)

Date	Who to Attend?	Where
Thursday 12 th September	PGCE Mentors	TU Campus, 4pm
Thursday 19 th September	PGCE Mentors	Online via Teams
Thursday 17 th October	PGCE Mentors	Online via Teams
Thursday 21 st November	PGCE Mentors	Online via Teams
Thursday 12 th December	PGCE Mentors	ASYNCHRONOUS
Thursday January 9 th	Placement 1 and Placement 2 Mentors, as well as trainees	Transition Meeting online via Teams
Thursday 30 th January	PGCE Mentors	ASYNCHRONOUS
Thursday 6 th March	PGCE Mentors	ASYNCHRONOUS
Thursday 24 th April	PGCE Mentors	Online via Teams
Thursday 19 th June	PGCE Mentors	ASYNCHRONOUS

4.2 Dates of Mentor Training PGCE (Spring 2025 Start)

Date	Who to Attend?	Where
Wednesday 20th November	PGCE Mentors	TU Campus 4pm
Thursday 5th December	PGCE Mentors	Online via Teams
Thursday 12 th December	PGCE Mentors	ASYNCHRONOUS
Thursday January 9 th	Placement 1 and Placement 2 Mentors, as well as trainees	Transition Meeting online via Teams
Thursday 30 th January	PGCE Mentors	ASYNCHRONOUS
Thursday 6th March	PGCE Mentors	ASYNCHRONOUS
Thursday 24 th April	PGCE Mentors	Online via Teams
Thursday May 15th	PGCE Mentors	ASYNCHRONOUS
Thursday 5 th June	PGCE Mentors	Online via Teams
Thursday June 19th	PGCE Mentors	ASYNCHRONOUS

4.3 Dates of Mentor Training BA Primary (Autumn 2024 Start)

Date	Who to Attend?	Where
Wednesday 23 rd October	BA Mentors	TU Campus, 4pm
Thursday 14 th November	BA Mentors	Online via Teams
Wednesday 4 th December	BA Mentors	Online via Teams
Thursday 12 th December	BA Mentors	ASYNCHRONOUS
Thursday January 9th	BA Mentors	Online via Teams
Thursday 30 th January	BA Mentors	Online via Teams
Thursday 6th March	BA Mentors	ASYNCHRONOUS
Thursday 27th March	BA Mentors	ASYNCHRONOUS
Thursday 24 th April	BA Mentors	Online Via Teams
April (End of Placement)	BA Mentors	ASYNCHRONOUS

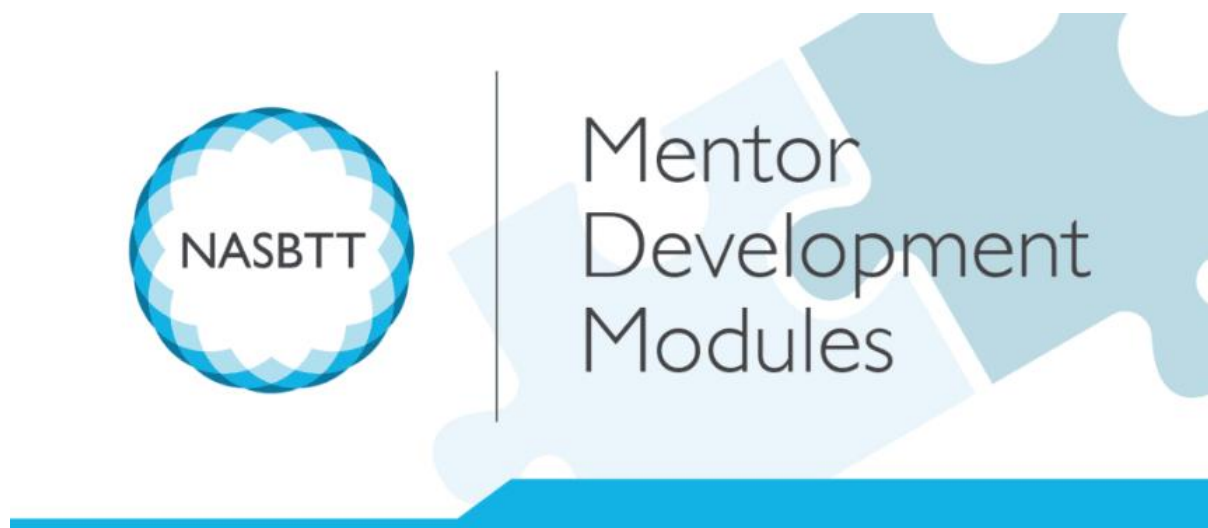
4.4 Dates of Mentor Training - TU Lead Mentors

Date	Who to Attend?	Where
Thursday 12 th September	Lead Mentors	TU Campus, 4pm
September	Lead Mentors	ASYNCHRONOUS
October	Lead Mentors	ASYNCHRONOUS
November	Lead Mentors	ASYNCHRONOUS
December	Lead Mentors	ASYNCHRONOUS
Thursday January 9 th	Lead Mentors	Preparation and Transition Meeting Support - Online
January	Lead Mentors	ASYNCHRONOUS
March	Lead Mentors	ASYNCHRONOUS
April	Lead Mentors	ASYNCHRONOUS

Mentor Training sessions begin at 4pm, and the Partnership Mentor Team will be online after the training for individual concerns or support. Attendance at each training session is registered and we will communicate with those mentors who persistently do not engage to offer support. **This could result in termination of partnerships.**

4.5 NASBTT Mentor Development Modules

We work in partnership with NASBTT, a partner in the Chartered College of Teaching, and therefore TU Mentors receive access to the Mentor Development Modules (MDM's). Each module is bite-sized on an area of focus, can be accessed flexibly, and tailored to meet individual mentor's needs, being pitched at three levels to reflect mentor experience and development need – introducing, embedding, and refining. At the end of each module a badge can be awarded, following a short assessment, which count towards the mentor training requirement, as directed by the DfE.



5. Contacts

Contact	Role	Email Address
Sam Eason	Principal Lecturer	s.eason@tees.ac.uk
Clare Sutton	Course Leader PGCE Primary Senior Lecturer in Education Primary Specialist	c.sutton@tees.ac.uk
Lindsey Tennant- Williams	Course Leader PGCE Secondary English Subject Specialist	L.Tennant-Williams@tees.ac.uk
Rebecca Walters	Course Leader BA Primary (Hons) Education Senior Lecturer in Education	r.walters@tees.ac.uk
Jane Knowlson	Course Leader BA Primary (Hons) Education Senior Lecturer in Education	j.knowlson@tees.ac.uk
Ollie Harness	Partnership Lead Senior Lecturer in Education Geography Subject Specialist	o.hararness@tees.ac.uk
Vikki Leaper	Partnership Mentoring Lead Senior Lecturer in Education Primary Specialist	v.leaper@tees.ac.uk
Sally Neaum	Senior Lecturer in Education Primary Specialist	s.neaum@tees.ac.uk
Jono Thoburn	Senior Lecturer in Education Computing Subject Specialist Partnership Lead Mentor	j.thoburn@tees.ac.uk
Claire Moody	Senior Lecturer in Education STEM Subject Specialist	c.moody@tees.ac.uk
Christina Snaith	Senior Lecturer in Education History Subject Specialist	c.snaith@tees.ac.uk
Sally Lofts	Senior Lecturer in Education Maths Subject Specialist	s.lofts@tees.ac.uk
Vanessa Cockin	Senior Lecturer in Education Design Technology Subject Specialist	v.cockin@tees.ac.uk
Andrea Brown	Senior Lecturer in Education Art and Design Subject Specialist	andrea.brown@tees.ac.uk
Chloe Tait	Partnership Coordinator	c.tait@tees.ac.uk

6. Course Information

6.1 The TU Curriculum, Directed Tasks and Policies in Practice

It is of paramount importance that all mentors understand the TU curriculum to support effectively with placement practice. The TU University Curriculum is shared with mentors during induction and subsequent training. Information about our curriculum is also available in the Mentor Teams site. We value and seek mentor feedback on our curriculum. By mastering the trainee curriculum, trainees will meet the Teachers' Standards. Our curriculum is underpinned by the CCF and weekly directed tasks are created to satisfy curriculum requirements whilst in placement, thereby linking theory to practice. These directed tasks can be found in Course Handbooks. Directed tasks will also be emailed to mentors on a weekly basis via the Weekly Bulletin so that mentors know which focussed activities trainees will need to complete the following week within placement.

There will be many school policies that mentors will want trainees to read, understand and follow in practice. There are certain policies that our trainees **MUST** read and understand, as part of their Directed Tasks. These are **Keeping Children Safe In Education, Child Protection Policy** and **Staff Behaviour Policy**. We ask trainees to sign a Policy Proforma (see Appendix J) to state that they have read and understood these policies. This completed proforma should be placed in their Professional Practice Portfolio as evidence.

6.2 ITaP

Intensive training and practice (ITaP) is a specific and focused element of the teacher training curriculum. It is intended to help consolidate trainees' knowledge of key evidence-based principles for effective teaching, and to enable them to practise their application and integration into their developing professional practice. TU Mentors will be given ITAP-specific training during their induction and at appropriate points through the academic year. DfE requirements are as follows:

- Foundational curriculum aspects sequenced within the wider curriculum.
- Isolates and presents “particular content points” and provides a demonstration of them by an expert. These are “then practised by trainees in the intensive setting”.
- Consolidate trainees' understanding of how the evidence base should shape teaching practice.
- Increasing coherence between taught theory and its practice in schools.

Our ITAP schedule for 2024-2025 is as follows:

ITAP FOCUS - PGCE			
Cycle	Date	Focus	Students included
Cycle 1- Week 6	Monday 7th October – Friday 11th October.	Teaching routines that create an effective learning environment	Secondary/Primary PGCE
Cycle 2 – Week 12	Monday 18th November – Friday 22nd November	Embedding decoding and encoding in early reading and spelling	Secondary/Primary PGCE
Cycle 3- Week 19	Monday 20th January – Friday 24th January	Identifying pupils who need new content broken down and providing targeted and small group support.	Secondary/Primary PGCE
Cycle 4 – Week 27	Mon 17 th March – Friday 21 st of March	High-quality verbal feedback and live marking at the point of learning	Secondary/Primary PGCE

ITAP FOCUS - BA			
Cycle	Date	Focus	Students included
Cycle 1 – S1 Week 9	Monday 18th November – Friday 22nd November.	Teaching routines that create an effective learning environment	Y1 BA
Cycle 2 – S2 Week 8	Monday 10 th March – Friday 14 th March	Embedding decoding and encoding in early reading and spelling	Y1 BA

6.3 Documentation

All Documentation needed to support your trainee can be found in the Appendices. Documents that mentors will need during the placement are:

- Mentor Observation Proforma + Guidance
- Tu Tutor Observation + Tripartite
- Lesson Planning Format + Guidance (not compulsory to use, if required)
- Weekly Progress Report
- End of Placement Reports
- Cause for Concern Form
- Practice Academic Enhancement Framework (including PAEF).

These will also be made available to mentors, as part of the TU Mentor Toolkit, which is in the [Mentor Teams Site](#), to which all mentors will have access.

6.4 Teaching Practice

Trainees will undertake significant teaching practice placements that will form an integral part of their training as a teacher. Each Course Handbook, and Observation and Teaching Load Guide, will outline expectations in terms of teaching hours. This can be found in the documentation section of the [Mentor Teams Site](#), along with a lesson plan format and guidance (See Appendix E). While not compulsory to use, TU students are strongly encouraged to use this to formalise their planning. This helps the mentor see what is trying to be achieved in the lesson and could provide a basis for post-lesson discussion. During their time on placement, the mentor will provide frequent verbal and written feedback linked to the development of the trainee as a practitioner. Mentors play a vital role in contributing towards the development of the trainees' subject specialist knowledge and pedagogy, helping to frame that within the context of a teaching environment with learners of different levels and with different needs. During their teaching practice, trainees will continue to be supported by TU staff, in particular their TU Personal Tutor. The Personal Tutor will work alongside mentors to observe, deliver training, give support, and facilitate tripartite meetings.

Learning and development on placement will be supported by:

- Observations of experienced practitioners
- Modelling of lesson planning and creation of curriculum plans
- Formal and informal observations of the trainees' teaching
- Working with, and alongside, experienced colleagues
- Attendance of CPD activities and other institutional events
- Regular reflection on practice
- Regular meetings with mentors

Throughout the course, trainees will track and manage progression as a teacher through the development of a detailed and substantial Professional Practice Portfolio. This will demonstrate the progress of the trainee and will inform the basis of individual vivas at the end of placements. Trainees will be guided towards further suitable resources that may support their development as a teacher for example, internet resources, media outlets, employability guidance, examination boards and government policy documentation.

6.5 Recording Progress and Making Judgements

All records of a trainee's progress are to be evidenced in their Professional Practice Portfolio.

6.6 Lesson Observations

A key aspect of being a mentor is conducting regular observations of trainees. Lesson observations should only be carried out by trained mentors. The mentor should make informal observations of trainees on a weekly basis. It would be beneficial to trainees if mentors could fill out a Mentor Observation Form (see Appendix F for proforma and guidance) as this makes evidencing progress in their portfolio more efficient, though informal notes can also be used. Formal TU Personal Tutor observation schedule and teaching load guidance for both PGCE and BA mentors is shared in the [Observation Schedule and Teaching Load](#) document, available on the Teams site. All Weekly Progress Reports and Observation Records should be given to the trainee and placed within their Professional Practice Portfolio.

Before an observation the student teacher should give mentors:

- A copy of the observation proforma with the target(s) from their previous observation or weekly progression meeting. Mentors need to agree the focus of the lesson observation and the targets that are set for the trainee in this observation. The trainee should have completed this part of the observation form before the lesson observation.
- A copy of their lesson plan
- Any relevant resources
- A copy of any written assessments they are carrying out with the pupils.

For recording progress and making judgements about trainees' progress, there are two documents to use:

- CCF
- Practice and Academic Enhancement Framework document (PAEF)

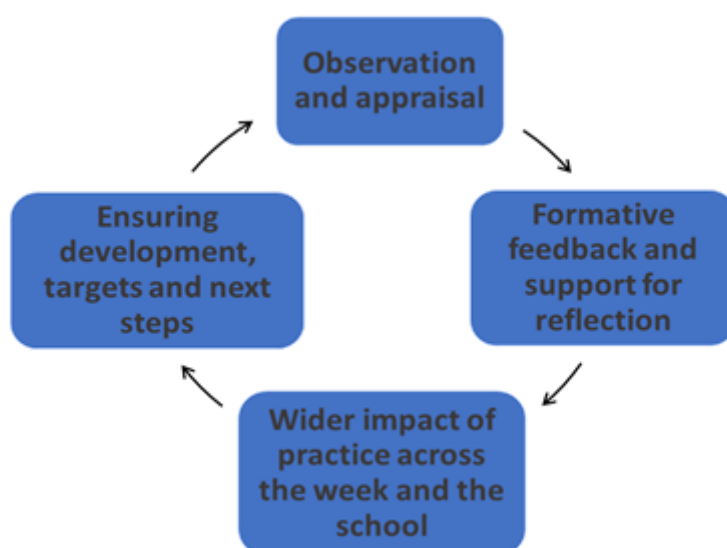
Practice Academic Enhancement Framework (PAEF) is for **guidance** on assessing your trainee throughout their placement. The **PAEF** is used for **judging** your trainee's performance throughout their placement. The PAEF can be used as a tool to assess progress, inform target setting and make judgements throughout (see Appendices I). It is important to note that even though the Teachers' Standards are used for experienced teachers, trainees do not have the same level of experience, skills, and knowledge.

Therefore, it is only the PAEF that is used to judge progress throughout placement experiences. The Teachers' Standards are used to assess in the **final observation** for PGCE trainees at the end of placement practice, in addition to the final summative Viva at the end of the course. All judgements should be made in relation to wider placement practice, NOT individual lessons. Evidence in the following areas should be considered:

1. Consistently competent teaching
2. Impact on pupil learning and progress
3. Evidence collated in practice (including tracking and recording pupil progress)
4. Reflection and self-evaluation.

6.7 Weekly Progress Meetings

Weekly Progress meetings should take place between the Mentor and trainee and a Weekly Progress Report should be completed where SMART targets are set. Lessons should not be graded but the Practice Academic Enhancement Framework should be referred to in order to help identify strengths and areas for improvement (See Appendix K). As the trainee approaches their final assessment, they should judge progress towards meeting the Teachers' Standards at the end of the course.



The weekly progress meeting should include the following:

- A check of the trainees' mental health and wellbeing
- Review and feedback of any informal and formal observations conducted that week to offer further reflection and thoughts as needed.
- Discussion of current targets to see if the student has made progress or addressed these.
- Identification of strengths, either ongoing or developing
- Evidence could be provided which could include examples of children's work, marking and feedback, lesson evaluations, assessments, and children's portfolios.
- SMART targets agreed and set for the following week, or continued on from previous weeks, including strategies to support these.
- Completion of the Weekly Progress Report Proforma (see Appendix G)

6.8 Tripartite Meetings

Tripartite meetings provide a valuable opportunity for a mentor to discuss mentee's strengths, provide examples of what trainees have achieved, how they are working towards course outcomes and where they need further support. It also enables mentors to keep in touch with the trainee's TU Personal Tutor and to set joint SMART targets for further development.

Tripartite meetings will take place, generally after every formal observation between the trainee, TU Personal Tutor, and Mentor. In this meeting, the trainee's progress is discussed, SMART targets agreed and a Tripartite Meeting Proforma is completed by TU Staff (see Appendix F). Information about the number of tripartite meetings is in each Course Handbook. However, more observations and meetings could take place depending on the individual need and progress of the trainee and if there is cause for concern. Trainees are encouraged to reflect on the content and outcomes of these meetings and log their reflections as part of their Professional Practice Portfolio.

End of Placement Report/ End of Final Placement Report

Towards the end of each placement, an End of Placement Report (See Appendix I) is written by the Mentor and discussed with the trainee. During these meetings a discussion takes place around the trainee's development, ensuring that they are making links between theory, taught content, and their own practice. Targets are set for the second placement, or their ECT Years. The following items need to be discussed and recorded:

- summative comments based upon key areas of learning, with targeted areas if applicable.
- SMART Targets set to inform their second placement or ECT years.
- a summative comment written by the trainee about their overall progress during the whole placement.

There are separate reports for end of placements one and two, due to the end of placement two being assessed against the Teachers Standards.

Where specific issues arise, mentors are more than welcome to arrange additional meetings with TU Staff to discuss solutions and identify additional support.

7. Unsatisfactory Mentoring Situations

Mentors who, ***at any point in the placement***, have concerns that a trainee is not responding sufficiently to on-going professional dialogue and not progressing appropriately towards achieving or exceeding their expected outcomes are requested to follow the key procedure outlined below:

1. In the first instance, problems may be discussed with the trainee's TU Personal Tutor. This is an informal route, and most issues are resolved at this level.
2. Contact the Course Leader. If discussion with TU Personal Tutor does not resolve the issue, contact either: l.tenant-williams@tees.ac.uk (Secondary PGCE), c.sutton@tees.ac.uk (Primary PGCE) or r.walters@tees.ac.uk (BA Primary)
3. Contact the Partnership Mentor Team: v.leaper@tees.ac.uk or j.thoburn@tees.ac.uk
4. Contact the Partnership Lead: o.harness@tees.ac.uk
5. Contact the Principal Lecturer: s.eason@tees.ac.uk

Possible Courses of Action:

- Discuss the concern and identify specific targets with an agreed date when they need to be met.
- Articulate success strategies with the trainee and with dates expected for completion.
- Monitor progress and give support where needed.
- Complete a Cause for Concern proforma if needed or if the concern persists (see Appendix I)

Examples of possible Cause for Concern situations:

- *Despite a reminder, the trainee's planning is not ready for the mentor to check and sign off before delivery.*
- *Poor attendance at placement school*
- *Weak subject knowledge that impedes children's learning, which has been discussed and observed on more than one occasion. Support strategies have resulted in no progress made.*
- *A trainee's teaching is consistently requiring improvement to become good and there is lack of progress made, despite intervention.*
- *There are safeguarding concerns.*
- *Lack of professionalism / unprofessional behaviours*

Deferred and Failed School Experiences

A **deferred** placement is when there is an unexpected halt to the placement, but the trainee was making the expected progress. This may be because:

- the trainee has become ill and is unable to meet the demands of the school experience for the rest of the placement.
- there has been a change in personal circumstances which means the trainee is unable to focus on the placement at the present time.

Failed placements could be a result of:

- an inability to make progress towards meeting the Teachers' Standards at the end of the course.
- an inability to reflect upon practice, to listen to and act upon advice provided from experienced professionals.
- the trainee withdrawing from the placement without any consultation with the university.
- a serious professional issue of misconduct, such as the health and safety of children has been compromised.

A school experience will be terminated early and judged to be a failed placement when a trainee's performance is judged by the school to be detrimental to the effective running of the school, or the learning, well-being and/or health and safety of pupils. This should be done in consultation with the Course Leader, Principal Lecturer and Head Teacher at the school.

Where the student teacher feels there is a problem with the mentoring relationship, it is expected that they will bring it to the attention of their Personal Tutor or Course Leader to facilitate a resolution of the problem. Support will be given to the trainee by University Staff. The Mentoring Team will support both the trainee and the mentor.

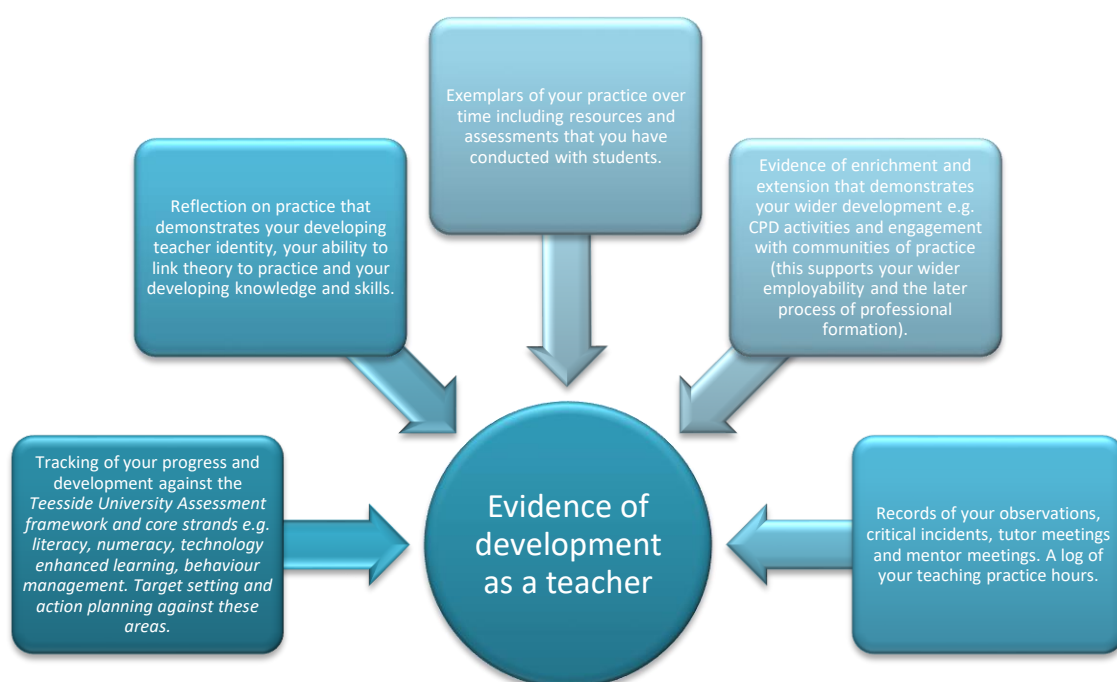
Unsatisfactory Placements

Should the school fail to meet the partnership responsibilities during the placement as outlined in the School Partnership Agreement, the School's Head Teacher, or appropriate member of the Senior Leadership Team, will be contacted, and concerns should be discussed in a professional dialogue. Decisions to discontinue any partnerships will be at the discretion of the Principal Lecturer and Partnership Coordinator.

8. The Professional Practice Portfolio (PPP)

The Professional Practice Portfolio is designed to track, monitor, and evidence the trainee's learning journey from the start to the end of the course. It will explicitly demonstrate all aspects of the trainee's progress as a teacher. The PPP includes mentor documentation, evidence towards achieving the Teachers' Standards and reflections on a variety of aspects linked to trainees' teaching. Although trainees are required to complete all the sections by themselves, they may benefit from professional discussions with the mentor around the topics and may need access to specific resources.

The following diagram outlines the structure of the PPP:



The Professional Practice Portfolio (PPP) will include, but is not limited to:

- Action planning and tracking of progress, expectations, maths, English and e-learning.
- Observations of established practitioners and peers
- Original resources, lesson plans and other content
- Lesson observation documents from Mentors and Tutor
- Evidence of CPD

- Critiques of lesson plans, curriculum plans and assessment methods.
- Records of Mentor, Tutorial and Tripartite meetings
- Weekly Directed Tasks and evidence that they have been completed.

These, and other, sources will be used to provide:

- Evidence for the summative assessment of progress towards the Teachers' Standards using the PAEF.

9. Weekly Bulletins

Bulletins will be sent out **weekly** by the Partnership Mentor Lead, whilst the trainee is on placement. Bulletins contain details of directed tasks to be completed by the trainee the following week, as well as any other communication needed and contact details.

10. Assignments

There are several assignments which trainees must pass to gain their QTS. Full details of each assignment can be found in each programme's Course Handbook.

11. Quality Assurance

The impact of mentor training should be evidenced and seen in the quality of mentoring in placement schools, reflected in the standard of completed documentation in the PPP and in the standard of trainee teachers at the end of the programme. Quality Assurance takes place through monitoring and evaluating all aspects of provision, to ensure compliance with the DfE ITT criteria and requirements for ITT/Ofsted ITT framework. The TU Mentoring team also participate in Quality Assurance processes for NASBTT.

Effective communication is an essential part of the school mentor and TU partnership. All observations will always be completed in person by TU Personal Tutors. Tripartite meetings will be carried out in person by TU Personal Tutors where possible. But at times, if needed, meetings may take place through Microsoft Teams. All TU Personal Tutors are expected to contact school mentors when observation windows open to introduce themselves and arrange a mutually convenient time for trainees' first observations. This first observation will be a dual one, between TU staff and mentors and is the basis of quality assurance. If there are any mentoring concerns that arise within this observation, TU staff will communicate with the TU Partnership Lead, who will liaise with the mentor within the placement school and offer mentoring support.

As part of our Quality Assurance processes, we monitor:

- The quality of Weekly Progress Reports
- The individual targets set and subsequent action plans.
- Observations and written proformas
- End of Placement Reports
- Trainee and mentor feedback

As an ITT provider, we have robust:

- interview policy and procedures
- assessment and moderation procedures
- selection and deselection of schools' procedures
- course reviews, including analysis of intakes, withdrawal rates, trainees' destinations, analysis of external examiners' reports.

As part of our monitoring and quality assurance, there are External Examiners for each programme.

Thank you for taking the time to read this Mentor Handbook. We look forward to working in partnership with you!

The TU ITT Team

12. Appendices

Appendix A



Department
for Education

Teachers' Standards

PREAMBLE

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively
- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents with regard to pupils' achievements and well-being.


PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

- Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:
 - treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
 - having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
 - showing tolerance of and respect for the rights of others
 - not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
 - ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
- Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.
- Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

The Teachers' Standards can be found on the GOV.UK website: <https://www.gov.uk/government/publications/teachers-standards>

Appendix B

	ITT MENTOR NOMINATION 2024/2025
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The purpose of this form is so that we can understand the previous experience of your mentors, so that we can support them in the best way. Please can you complete this to identify which of your team will be mentoring trainees this year and whether any of them require additional support as new or inexperienced mentors. Please can you also ensure that mentors are aware that mentor training is necessary for this role. By completing this nomination form, you are endorsing each mentor as being suitable for the role, as described in the Mentor Person Specification.

Thank you.

Name:		School:					
Email address:		Position in school:					
Phase: Please tick	Primary <input type="checkbox"/>				Secondary <input type="checkbox"/>		
Name and email address of Mentor	Subject Specialism (secondary) / Key Stage (primary)	Previous Mentoring Experience (please tick)			Additional Support Required?	If yes, can we contact the mentor to discuss needs?	Is this mentor an ECT?
		None	Some	Vast			
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No
					Yes/No	Yes/No	Yes/No

Any additional information that you would like to pass on to us?

Please <u>tick</u>	I confirm that the information that I have given is correct, complete, and accurate and that mentors understand that they will be required to undertake mentor training for this role.
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Signed _____	Date _____
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Please return to: ittmentornetwork@tees.ac.uk

Appendix C



Mentor Person Specification

Essential Skills & Experience – please read in conjunction with the National Standards for school-based ITE mentors

- they are role models of professionalism
- they are experts in their field and can model good practice
- they have excellent subject knowledge and experience
- they are able to breakdown this knowledge to facilitate the development of others
- they are sensitive to the feelings and needs of others
- they have excellent interpersonal skills
- they are flexible and can adapt to the needs of the mentee
- they are open to learning from others
- they strive for personal professional growth
- they are well organised
- they can challenge the thinking and beliefs of others
- they can facilitate reflection

Above all, they can maintain the balance between support and challenge.

Usually, the mentor has at least two years' teaching experience and is a full time teacher. It can be difficult for part-time teachers to mentor, however, if the teacher is well-organised and liaises effectively within the department, this can work well. The mentor needs to be willing and able to make time for the trainee and attend all TU mentor training sessions as required.

Appendix D



Trainee Code of Conduct

In addition to Teesside University's Student Protocol, which sets out our commitments to you and explains what we expect of you in return, the School of Social Sciences and law has a code of professional conduct which is applicable to all trainee teachers in our ITT provision.

The Code of professional conduct is designed to highlight key obligations from the student protocol and outline an additional framework that we feel is necessary when conducting the professional nature of the role of trainee teacher.

Please read the following and sign the agreement below.

Trainee teachers at Teesside University are expected to:

- Be punctual and attend all induction events, lectures, tutorials, examinations and other activities which form part of the programme (subject to absence for medical or other prior agreed reasons);
- Submit, by required deadlines, course work and other assignments (subject to exceptional circumstances – completion of procedural paperwork needed)
- Demonstrate respect for all staff employed by their placement, university and any external [agencies](#)
- Carry out their duties in line with placement's policies and expectations.
- Be committed to all placement obligations
- Evaluate own practice in line with professional standards for teachers and trainers in education and training
- Comply with equal opportunities legislation and follow placements policies in relation to safeguarding and protecting the welfare of students
- Contact placement and University to inform of any absence and forward lesson planning to the placement to cover any organised teaching
- Maintain professional standards of dress and appearance in line with placements policy
- Ensure the responsible and appropriate use of social networking sites

Student name:

Signature:

Date:

Appendix E



TUITT LESSON PLANNING

Department:

Topic:

Year:

Teacher:	Lesson Title and Context / Sequencing		Class set/ability
Learning Objectives			Evidence - based Approach
Vocabulary (Tier 2 and Tier 3)			Risk Assessment / CLEAPSS details (if necessary)
Maths Content (If applicable)			
Resources		Health and safety concerns	
Recall Task Connecting/ Starter task			



TUITION LESSON PLANNING

Department:

Topic:

Year:

Teacher Input	Student Activity	
		<p>Adaptive Teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcome <input type="checkbox"/> Response <input type="checkbox"/> Scaffolding <input type="checkbox"/> Challenge <input type="checkbox"/> Consolidation <input type="checkbox"/> LSTA support <input type="checkbox"/> Questioning (see below) <p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cold Calling <input type="checkbox"/> Pose-pause-bounce. <input type="checkbox"/> Volunteer <input type="checkbox"/> Never leave on a 'no'* <input type="checkbox"/> Students compose. <input type="checkbox"/> Think-pair-share. <input type="checkbox"/> Phone a friend <p><i>*Scaffold the question, rephrase, retry or if you must bounce to someone else, revisit</i></p>
<p>Demonstrate A task used to demonstrate learning has taken place and prove progress has been made.</p> <p>Plenary Share the learning</p>		<p>How are you to assess whether your objectives have been met?</p> <p>Do you know that the students have understood the content?</p>
<p>SEN requirements / Notes for LSTA</p>		
<p>Lesson Reflection:</p>		



Department:

TUITT LESSON PLANNING

Topic:

Year:



Teacher:	Lesson Title and Context / Sequencing - Is what was learned last lesson underpinning what is being taught this lesson or is this a new topic?		Class set/ability Is it high, low, mid or mixed?
Learning Objectives	<ul style="list-style-type: none"> Simple and snappy bullet points that you can discuss with the students (2 or 3 max) What do you want them to be able to <i>demonstrate</i> by the end of the lesson. Avoid using phrases like 'understand that...' It should be demonstrable. 'describe', 'explain', 'construct', 'recall', 'compare' and many others all lend themselves to being proven. They can have several layers of complexity from the simplest 'Recall' or 'Describe' to a more complex 'Explain' or 'Evaluate' 		Evidence Base What evidence-based approaches are informing your Pedagogy? For example, are you referencing The Great Teaching Toolkit, Rosenshine, Blooms?
Vocabulary (Tier 2 and Tier 3)	<p>In this section, write down vocabulary that you may need to explicitly teach in order that the students can successfully access your lesson content.</p> <p>Tier 2 vocabulary is complex, multi-syllabic words that are used in everyday language, for example 'therefore', 'obvious', 'informed'.</p> <p>Tier 3 vocabulary is subject specific: for example, 'algorithm' and 'pseudocode' in a computing lesson or 'enzyme' and 'active site' in a biology lesson.</p>		Have you chosen certain tasks to reduce cognitive load? (Sweller) or used semantic waves to explain complex concepts? (Maton)
Maths	Are there any specific Maths skills that underpin any of the teaching you will do? Consider here any further retrieval practice that may be required. Are you teaching any new skills? Have you built practice time into your plan?		What subject-specific research informs your teaching?
Resources	List here the additional resources you will need to successfully carry out the learning (this will not include worksheets, PowerPoints or anything you would usually use). Check you have sufficient for the class you are teaching.	Health and safety concerns This will be more applicable to practical subjects and will sometimes require a separate risk assessment – check with your mentor if you are not sure.	Risk Assessment / CLEAPSS details (if necessary) CLEAPSS is an advisory service that provides support with risk assessments in subjects like science, DT, Construction and Art and Design. They also provide information and example risk assessments for Primary Schools. Most departments or institutions will already have risk assessments or CLEAPSS information available for most common activities. Check with your Mentor before planning practical activities.
Recall Task Connecting/ Starter task	<p>Sometimes called 'bell work', a recall task may use interleaving to check retention of information from several lessons ago, the previous week or even longer term. They may be from related or unrelated topics but should include reference to any relevant information from the previous lesson that may underpin learning in this one. The task should be accessible and could involve at least one 'easy win' or open-ended question to promote engagement and increase pupil confidence.</p> <p>This does not always have to take the form of definitively answerable questions. It could be a diagram to annotate, a list to construct or a discussion question based on prior knowledge.</p> <p>This could then be followed with a starter or further connecting task if appropriate.</p>		



Department:

TUITS LESSON PLANNING

Topic:

Year:



Teacher Input	Student Activity	
<p>This section will dictate the activities that you, the teacher will carry out. This may involve you questioning, providing input from a PowerPoint, demonstrating a skill, reading a passage or otherwise instructing the students.</p>	<p>In this section, write all the activities that the students carry out. They may be completing a worksheet, carrying out a practical activity, engaging in discussion or group work. Whenever the onus is on the student to be actively engaging in an activity, list it on this side.</p>	<p>Adaptive Teaching</p> <ul style="list-style-type: none"> <input type="checkbox"/> Outcome <input type="checkbox"/> Response <input type="checkbox"/> Scaffolding <input type="checkbox"/> Challenge <input type="checkbox"/> Consolidation <input type="checkbox"/> LSTA support <input type="checkbox"/> Questioning (see below)
<p>You may find it helpful to allocate timings for the different activities, for example:</p> <p>Questioning (5 minutes)</p> <p>Introduce topic and key vocab via ppt (5 minutes)</p> <p>Try to make sure there is a good balance between the two sides. Too much teacher input may mean focus starts to waver. Too much independence may have the same outcome... counter this with shorter snappier tasks to keep the pace flowing. Use timers to keep the students aware of the remaining time for a task and give them reminders at key points.</p>	<p>Change sides when the students are doing an activity, so you can follow the plan downwards or tick off activities when they are complete, for example:</p> <p>Students to complete vocab worksheet and glue into books (5-8 minutes)</p> <p>EXTEND: Don't forget to include or plan for some extension activities, especially if you have a high ability class. Good extension work encourages deeper thinking and understanding of the topic. Extension, in this case does NOT mean 'more of the same'.</p> <p>SCAFFOLD: make sure you cater for the needs of all of your learners. Will some require a little extra scaffolding to access the content? This help can come in the form of word banks or deconstructing an explanation, modelling, or providing real-world examples.</p>	<p>Questioning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Cold Calling <input type="checkbox"/> Pose-pause-bounce. <input type="checkbox"/> Volunteer <input type="checkbox"/> Never leave on a 'no' <input type="checkbox"/> Students compose. <input type="checkbox"/> Think-pair-share. <input type="checkbox"/> Phone a friend <p>This section just contains reminders of ways to adapt teaching and hints on questioning techniques. This can be used as a quick reference guide or a checklist pre-or post- lesson if you like.</p>
<p>Demonstrate A task used to demonstrate learning has taken place and prove progress has been made</p>	<p><i>There should be an activity that demonstrates that they have understood the concepts that you have taught today. They should, in theory, address the learning objectives and provide a chance to adapt by outcome. This may have formed part of the main lesson already, and this time could be used to share, discuss the learning or check understanding whole class.</i></p> <p><i>Small games can provide a final boost of enthusiasm to take you to the end of the lesson. Check with Mentors to see if there are any that they use already, or research or invent your own. A good 4- or 5-minute educational game can strengthen relationships, check understanding and provide a hook that means some students may look forward to your lesson for the chance to demonstrate their knowledge and compete with their peers this way.</i></p>	<p>How are you to assess whether your objectives have been met?</p>
<p>Plenary Share the learning</p>	<p><i>If there is time, explain how the learning today will link through to the next lesson.</i></p>	<p>Do you know that they have understood the content – How?</p>
<p>SEN requirements / Notes for LSTA You should already be familiar with any SEN needs in your classroom. These will be stored centrally but your Mentor should be able to show you how to access the information for the classes you teach. If you are lucky enough to have an LSTA supporting you, take time before the lesson to talk to them about what you are intending to do and give them a copy of your plan, if you have one. There is a good chance that they will have worked with the students in your class regularly and will be able to give you tips on individual needs and in some cases support with classroom or behaviour management.</p>		
<p>Lesson Reflection: pre- or post-discussion with your Mentor or other professional colleague, take time to reflect on the lesson. Were the learning objectives achieved by all? Did you feel the lesson flowed well? Consider the pace, delivery of content and the responses you got from students. Did they engage well, did they want to volunteer answers and actively participate? Did the behaviour of the students facilitate learning? Did you deal with any issues appropriately? What, if anything would you change next time? Try not to be too self-critical. Remember to celebrate your successes!</p>		

Appendix F



MENTOR OBSERVATION PROFORMA

Name of Trainee			
Name of School		Date	
Year Group/Subject		Placement number/ week	
Name of Observer(s)		Role(s)	
Observation Focus			
Context			



Trainee's targets from previous observations:

Lesson Commentary:

TU Curriculum Strands (See Guidance Document):

How Students Learn:

High Expectations:

Adaptive Teaching:

Feedback and Assessment Strategies:

Positive Learning Environment:

Subject Knowledge	Quality of Standard English and maths
Impact on pupils' progress	
Key Strengths:	
Key areas for development:	
Progress in relation to previous targets:	



MENTOR OBSERVATION PROFORMA (GUIDANCE)

Name of Trainee				
Name of School		Date		
Year Group/Subject	<i>e.g., year 10 Maths group 3/ year 2 PE/ 28 pupils</i>	Placement number/ week	<i>Placement number 1 or 2</i>	<i>Week number in placement</i>
Name of Observer(s)		Role(s)	Mentor / ITT Co-ordinator/ Expert Colleague	
Observation Focus	Should be linked to ongoing SMART targets but could be a unique focus if a need is identified through conversation or feedback. You could link this to the key focus of TUITT university-based learning for the week, e.g., adaptive teaching/ behaviour management. You should agree the focus with the trainee prior to the lesson			
Context	Notable details (1 st time teaching or established class? Mixed ability or set? Any unusual or specific teaching context, notable sub-groups, educational <u>needs</u> or any behavioural issues.) It may also include information about the reason for the observation, if it is a full formal observation or if it is an informal 'walk in.'			



Trainee's targets from previous observations:

Linked to observation focus – what are you expecting / did you expect to observe in this lesson?
This is here as a reference – it avoids having to cross-reference paperwork. These can be cut/pasted or copied in.

Lesson Commentary:

Notes on how the lesson progressed. While there is no set structure for how this should be filled out, it would be useful to link commentary to aspects of the PAEF to enable simple referencing:

Secure Subject Knowledge – is the trainee demonstrating a firm grasp of the principles they are teaching? Look out for commentary or discussion outside of planned presentation, how the trainee responds to inquiries, and how questioning is directed.

How students learn – transfer of knowledge – look at the tasks themselves and how the trainee is directing the students to complete them. Is there evidence in the lesson plan? Are there any misconceptions in the topic that the trainee might have planned for? Look out for the use of regular and spaced practice, interweaving and interleaving.

Planning and resourcing the lesson – evidence may be found in the lesson plan, resources and in the flow of the lesson.

High Expectations – look out for high expectations of ALL learners, including SEND, EAL, PP inclusive – evidence can include examples of inspiring teaching or discussion, motivation of pupils for any reason.

Adaptive teaching – look for examples of inclusivity and the promotion of diversity and equality. Is there evidence of adaptive teaching? This can be found in questioning techniques, individual feedback, scaffolding, working with LSTA etc. Look for the trainee considering prior experience with the class or using pupils' data to adapt teaching. Is there any evidence of adapting 'on-the-fly' in response to insight gleaned while in front of the class?

<p>Building Literacy, Numeracy and Digital Literacy into practice – look for examples of Maths or English being embedded into lessons. Is there exclusive teaching of Tier 2 or Tier 3 subject-specific vocabulary? Are there opportunities to develop pupils’ digital literacy, e-safety or enhance IT skills?</p> <p>Feedback and Assessment strategies – how is the learning being assessed? Is there peer or self-evaluation? Is there evidence of use of questioning techniques to formatively assess? Are the books marked in line with marking policy?</p> <p>Creating a positive environment for learning – look for examples of effective behaviour management, following routines, consistency with school behaviour policy, the building of effective professional relationships, reinforcing of expectations.</p>	
<p>Subject Knowledge Topic (s) taught / notes on any gaps / misconceptions or the opportunity to plan to avoid them. Was the trainee’s subject knowledge good? Were they able to clearly articulate their subject knowledge in an appropriate way to promote learning? Was their pedagogical strategy appropriate for the subject, age, and ability of the pupils? Did the trainee pre-empt/ address any misconceptions?</p>	<p>Quality of Standard English and Maths: Unsatisfactory/Satisfactory /Excellent Please comment on any issues.</p>
<p>Impact on pupils’ progress: Have most / some / all pupils progressed from the start of the lesson? Were the Learning Objectives or Outcomes achieved? How does the trainee know?</p>	
<p>Key Strengths: This section is deliberately larger than the key areas for development. Look for best practice and focus on the strengths of the lesson. Even if it was not up to usual standards. We, as educators (and trainees particularly) have a habit of being self-critical. Look for the positive first.</p> <ul style="list-style-type: none"> • Try to have at least three... • bullet points.... • to discuss during feedback 	
<p>Key Areas for Development: Try to focus on one or two main areas for development and fold these into setting SMART targets:</p> <ul style="list-style-type: none"> • Bullet point One. • Bullet point Two. 	
<p>Progress in Relation to Previous Targets: It is fine to continue a target through a series of lessons! Some skills take longer to acquire, some require the building of professional relationships (which takes time) and some are not demonstrable in a single snapshot of a learning journey. Some targets may be met and moved on from. They could then reappear later. This too, is fine. It is far more useful to take longer to ensure that a target is met, than to abandon in favour of moving onto the next one.</p>	
<p>New targets (SMART): While there is no set number of targets that is ‘right’. In the interests of maintaining appropriate focus, two targets will more than suffice, three at the outside. However, they must be Specific to the trainee’s progress, Measurable (how will they know it has been achieved), Achievable within the time frame you set, Realistic for the trainee and Timed (this is easy – by next lesson / next week / the end of term)</p> <ul style="list-style-type: none"> • Bullet point One. • Bullet point Two. • (Bullet point Three) 	

Trainee reflections:

In this section the trainee should reflect on the observed lesson. They should consider the feedback given and how they felt about the lesson and the feedback. Trainees may wish to use a reflective cycle to aid their reflections.

Trainees may wish to consider:

- How typical this observation was of their performance overall, considering all aspects of their classroom practice, professional engagement, and academic performance?
- Have they demonstrated improvement against their prior targets?
- Was this lesson a disaster or significantly better in comparison to their normal teaching?
- Is there a discrepancy between the quality of their planning and their ability to translate that into reality?
- What do examples of student work suggest about the quality of their experience over time?
- Ways in which they can address the targets that have been set.

Feedback to be shared and discussed with trainee within 48 hours of the observation wherever possible.



LESSON OBSERVATION PROFORMA

Name of Trainee			
Name of School		Date	
Year Group/ Subject		Placement number/ week	
Name of Observer(s)		Role(s)	
Observation Focus			
Context			

Trainee's targets from previous observations:

Lesson Commentary	
Subject Knowledge	Quality of Standard English and Maths
Impact on pupils' progress	
Key Strengths of the lesson: Please refer to PAEF on Observations 1-4	
Key areas for development in the lesson: Please refer to PAEF on Observations 1-4	

Trainee reflections:

RECORD OF TRIPARTITE MEETING

Date of Tripartite Meeting

Attendees

Please consider during the meeting:

Separately to the lesson observation, please consider how well the trainee is performing on placement against the five key areas of the CCF. You may also wish to consider the way they apply their learning from the taught curriculum; how well they are using research and evidence informed strategies in their practice; feedback from lesson observations so far; professionalism and wider responsibilities of the role.

What has gone well so far?	
Behaviour Management	
Pedagogy	
Curriculum	
Assessment	
Professional Behaviours	

What are the areas for development?	
Behaviour Management	
Pedagogy	
Curriculum	
Assessment	
Professional Behaviours	

What support does the trainee require?

Progress in relation to previous targets

New SMART Targets (both from observation and tripartite)
<small>Please refer to PAEF on Observations 1-4 and The Teacher's Standards for Observation 5.</small>

Trainee RAG Rating (based on expected progress to date)	RED
	AMBER
	GREEN



LESSON OBSERVATION 5

Name of Trainee			
Name of School		Date	
Year Group/ Subject		Placement number/ week	
Name of Observer(s)		Role(s)	
Observation Focus			
Context			

Trainee's targets from previous observations:

Lesson Commentary	
Subject Knowledge	Quality of Standard English and Maths
Impact on pupils' progress	
Key Strengths of the lesson: Please refer to The Teacher's Standards for Observation 5.	
Key areas for development in the lesson: Please refer to The Teacher's Standards for Observation 5.	

Trainee reflections:

RECORD OF TRIPARTITE MEETING – END OF PLACEMENT

Date of Tripartite Meeting

Attendees

Separately to the lesson observation, please consider how well the trainee is performing against The Teachers' Standards:

The Teachers' Standards	Met/Not Met?	Commentary
Set high expectations which inspire, motivate and challenge pupils		
Promote good progress and outcomes by pupils		
Demonstrate good subject and curriculum knowledge		
Plan and teach well-structured lessons		

Adapt teaching to respond to the strengths and needs of all pupils		
Make accurate and productive use of assessment		
Manage behaviour effectively to ensure a good and safe learning environment		
Fulfil wider professional responsibilities		
PERSONAL AND PROFESSIONAL CONDUCT		

Progress in relation to previous targets

--

Moving forwards, what support does the trainee require?

Is the trainee ready to progress to the ECT years?

--

New SMART Targets for the ECT years (both from observation and tripartite)

Please refer to The Teacher's Standards for Observation 5.

--

Trainee RAG Rating against the Teachers' Standards	RED AMBER GREEN
---	--

Appendix G



WEEKLY TRAINEE PROGRESS REPORT 2024-25

Trainee:	School Phase:	Year Group		
Mentor:	Week:	WEEKLY CHECKLIST	YES	NO
School:	Date:			
Targets from previous week(s)	Progress against these targets.	A well-being check has been conducted.		
		The trainee made progress this week.		
		This week's Directed Tasks have been completed.		
		Attendance this week is 100% (if not, indicate how many days absent).		
		Planning has been handed in on time.		
Does the mentor have any concerns that TUITT needs to be aware of? (Where yes is ticked, please ensure comments in the trainee progress box below explain this.)				
High standards of written and spoken English. QTS is dependent upon trainees' ability to use Standard English consistently.				
Outcomes of weekly focus with mentor discussion				

Evaluation of trainee progress this week	
Acquisition of Subject Knowledge for Teaching	
SMART targets agreed this week	Required actions to meet the targets

NB: Trainees' will need a copy so that they can upload it to their Professional Practice Portfolio

Appendix H



Teesside University

TEESSIDE UNIVERSITY
ITT End of Placement 1 Report



To be completed by Mentor			
Name of Trainee			
Placement School			
Name of Mentor			
Phase / Subject Specialism			
Date			
Area of Focus	Comment	Progress	Agreed Target (if applicable)
High Expectations and Managing Behaviour		Is the trainee making sufficient progress to proceed? <input type="checkbox"/> YES <input type="checkbox"/> NO	
How Students Learn, Classroom Practice and Adaptive Teaching		Is the trainee making sufficient progress to proceed? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Subject Knowledge and Curriculum		Is the trainee making sufficient progress to proceed? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Assessment		Is the trainee making sufficient progress to proceed? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Professional Behaviours		Is the trainee making sufficient progress to proceed? <input type="checkbox"/> YES <input type="checkbox"/> NO	

SMART TARGETS agreed with trainee for Placement Two 1. 2. 3.
Tick relevant category. <input type="checkbox"/> Sufficient knowledge and skills gained. Ready to transition. <input type="checkbox"/> Proceed with further support* <input type="checkbox"/> Refer to ITT Course Leader and Principal Lecturer
*If further support is needed to proceed, please specify below:
Signed by Mentor:
Date:
Signed by Trainee:
Date:
Trainee Comments:



Teesside University

TEESSIDE UNIVERSITY
ITT Final End of Placement Report



To be completed by Mentor			
Name of Trainee			
Placement School			
Name of Mentor			
Phase / Subject Specialism			
Date			
Area of Focus	Comment	Progress	Agreed Target (if applicable)
Set high expectations which inspire, motivate and challenge pupils		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Promote good progress and outcomes by pupils		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Demonstrate good subject and curriculum knowledge		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Plan and teach well-structured lessons		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Adapt teaching to respond to the strengths and needs of pupils		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	



Teesside University

TEESSIDE UNIVERSITY
ITT Final End of Placement Report



Make accurate and productive use of assessment		Is the trainee making sufficient progress to proceed/pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Manage behaviour effectively to ensure a good and safe learning environment		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
Fulfil wider professional responsibilities.		Is the trainee making sufficient progress to pass? <input type="checkbox"/> YES <input type="checkbox"/> NO	
SMART TARGETS agreed with trainee for Early Career Training. 1. 2. 3.			
Tick relevant category. <input type="checkbox"/> Sufficient knowledge and skills gained. Ready to transition to ECT Framework. <input type="checkbox"/> Refer to ITT Course Leader and Principal Lecturer			
Signed by Mentor:			
Date:			
Signed by Trainee:			
Date:			



TEESSIDE UNIVERSITY
ITT Final End of Placement Report



Trainee Comments:

Appendix I



CAUSE FOR CONCERN Proforma

To communicate **serious concerns** held by Mentors regarding a trainee at risk of failing the placement.

Please email this completed form to s.eason@tees.ac.uk

For concerns regarding a trainee's personal wellbeing, please contact their TU Personal Tutor or the Course Leader directly **without delay**.

Trainee:			
School:		Placement: (Circle relevant)	1 or 2
Mentor:			

Area of Concern	Details
<ol style="list-style-type: none"> 1. High Expectations and Managing Behaviour 2. How Pupils Learn, Classroom Practice and Adaptive Teaching 3. Subject Knowledge 4. Curriculum Assessment 5. Professional Behaviours 	
Please outline any additional support or intervention provided by placement school	
Mentor Signature	
Mentor Name (PRINTED)	
Date:	

Appendix J



ITT Policy Evidence Proforma



Name of Trainee:.....

Name of Placement School:.....

I confirm that I have read the following school core policies and documents:

- **Child Protection Policy**
- **Staff Behaviour Policy**
- **Keeping Children Safe In Education.**

(PRINT NAME)

Signed:

Date:

Teesside University Initial Teacher Training (TUITT)

Practice and Academic Enhancement Framework (PAEF)

TUITT Vision: Teesside University's Initial Teacher Training (TUITT) partnership aims to enable enthusiastic, committed trainees whose inherent curiosity and creativity as life-long learners empower them to become strong, reflective teachers who strive to continually improve their practice.

This framework: This framework is designed to support the assessment of trainees across TU Initial Teacher Training. It captures all aspects of development across the trainee journey including practice, academic study, and continued personal and professional development.



Assessment Area	Emerging	Expectation	Enhancement	Excellence
Engage with, and update your knowledge of, educational research to support the development of evidence-based practice.	<p>You are beginning to engage with educational research linked to some areas of your teaching practice.</p> <p>You understand the importance of using research to develop your practice and have begun to use some evidence-informed approaches which you reflect on well.</p> <p>You have also begun to use your knowledge of existing research to reflect on the impact of your own teaching on pupils' learning.</p>	<p>You engage with a range of educational research linked to some areas of your teaching practice.</p> <p>You use research to develop and improve some aspects of your practice, identifying and discussing evidence-based concepts and strategies, including the role of working and long-term memory within your reflections.</p> <p>You use your knowledge of existing research to understand and reflect on the potential impacts of your own teaching on pupils' learning.</p> <p>You understand metacognition and how this support pupils' independence and motivation to learn</p>	<p>You engage critically with a wide range of educational research linked to most areas of your teaching practice.</p> <p>You use research effectively to improve and enhance most aspects of your practice, effectively interweaving evidence-based concepts and strategies within your reflections.</p> <p>You effectively use your knowledge of existing research to evaluate the potential impacts of your own teaching on pupils' learning.</p> <p>You confidently engage with and critique existing research.</p>	<p>You systematically engage in a critical way with a wide and diverse range of educational research linked to all areas of your teaching practice.</p> <p>You skilfully use research to develop and improve your practice, exploring and synthesising evidence-based concepts and strategies perceptively within your reflections.</p> <p>You apply your knowledge of existing research insightfully to evaluate the impact of your own teaching on pupils' learning and can competently carry out your own small-scale research.</p> <p>You demonstrate high levels of confidence in evaluating, challenging and critiquing existing research.</p>
Demonstrate a secure subject knowledge and a commitment to updating and enhancing knowledge of your	You have relevant subject knowledge and understand the importance of secure subject and curriculum knowledge for effective learning and teaching.	You have a range of secure subject knowledge which is enabling you to teach subject specific knowledge and content well.	<p>You have developed a wide range of secure subject and curriculum knowledge which is enabling you to teach your subject effectively.</p> <p>You are informed in your choice of specific methods for teaching</p>	You have developed a wide range of secure and detailed subject and curriculum knowledge which is enabling you to teach your subject in a skilful way.

<p>subject and its related curriculum.</p>	<p>You have begun to develop ways of teaching subject specific knowledge and content.</p> <p>You can identify key concepts, common misconceptions and essential skills relevant to your subject area and can create some explicit and appropriate opportunities for pupils to address/learn them, applying some of the pedagogical approaches you are familiar within one key stage.</p> <p>You have accurately assessed your own level of subject knowledge and aspects of your pedagogy are engaging with ways of developing this further.</p>	<p>You have a good understanding of your subject’s curriculum and the key concepts, common misconceptions and essential skills relevant to your subject area and are consistently creating explicit and appropriate opportunities for pupils to address/learn them, applying a range of pedagogical approaches within two key stages.</p> <p>You have a good awareness of your own level of subject knowledge and pedagogical expertise and are regularly engaging with a range of ways of developing these further.</p>	<p>subject specific knowledge and content, applying effective methods for teaching key concepts, addressing common misconceptions and essential skills relevant to your subject area.</p> <p>You apply a wide range of pedagogical approaches within your subject area and across two key stages.</p> <p>You have an enhanced awareness of your own level of subject knowledge and pedagogical expertise and are proactive in engaging with a range of ways of developing these further.</p>	<p>You are judicious in your choice of methods for teaching subject specific knowledge and content, applying effective and innovative methods for teaching key concepts, addressing common misconceptions and essential skills relevant to your subject area.</p> <p>You are fluent in the use of a wide range of pedagogical approaches within your subject area and across three key stages.</p> <p>You have an excellent awareness of your own level of subject knowledge and pedagogical expertise and are highly proactive in engaging with a wide range of ways of developing these further.</p>
<p>Demonstrate an understanding of how students learn and the factors that can support the development of effective thinking. Be able to apply this to practice.</p>	<p>You have an emerging knowledge of how students learn. This knowledge includes an understanding of how students develop stores of knowledge: Schemas, Knowledge transfer, concepts, skills and knowledge of common misconceptions and show an emerging understanding of how to address these.</p> <p>You are able to apply these to your professional practice when</p>	<p>You have knowledge of how students learn. This knowledge includes an understanding of how students develop stores of knowledge: Schemas, Knowledge transfer, concepts, skills and knowledge of common misconceptions and show an understanding of how to address these.</p> <p>You are able to apply these to your professional practice when planning for and delivering lessons</p>	<p>You have a good knowledge of how students learn. This knowledge includes an understanding of how students develop stores of knowledge: Schemas, Knowledge transfer, concepts, skills and knowledge of common misconceptions and show a good understanding of how to address these.</p> <p>You are beginning to pre-empt misconceptions and plan for these in your practice.</p>	<p>You have an excellent understanding of how students learn. This strong knowledge includes an understanding of how students develop stores of knowledge: Schemas, Knowledge transfer, concepts, skills and knowledge of common misconceptions.</p> <p>You are able to pre-empt misconceptions and plan for and delivering lessons.</p>

	planning for and delivering lessons		You confidently apply these to your professional practice when planning for and delivering lessons	You are fluent in applying these to your professional practice when planning
<p>Have the knowledge and skills to apply theory in practice demonstrating the ability to plan and resource effectively and in embedded, nuanced, and relevant ways.</p>	<p>You are developing the skills and knowledge to apply theory into practice. This includes and emerging understanding of theory on how to structure learning experiences to support pupils' development. This includes an emerging understanding of the role of regular practice, spaced practice, using worked examples to reduce cognitive load and consolidation.</p> <p>You are demonstrating an understanding of how homework can provide opportunities to develop independence in learning and how it can consolidate in class teaching. You practice is showing a clear understanding of how modelling, scaffolding and grouping pupils can support development.</p> <p>You are showing an understanding of classroom talk and questioning.</p>	<p>You are demonstrating that you have the skills and knowledge to apply theory into practice. This includes the theory on how to structure learning experiences to support pupils' development. This includes the role of regular practice, spaced practice, using worked examples to reduce cognitive load and consolidation.</p> <p>You are demonstrating an understanding of how homework can provide opportunities to develop independence in learning and how it can consolidate in class teaching. You practice is showing a clear understanding of how modelling, scaffolding and grouping pupils can support development.</p> <p>You are showing an understanding of classroom talk and questioning and how this can support learning.</p>	<p>You are demonstrating that you have the strong skills and knowledge to apply theory into practice. This includes the theory on how to structure learning experiences to support pupils' development. This includes a strong understanding of the role of regular practice, spaced practice, using worked examples to reduce cognitive load and consolidation.</p> <p>You are demonstrating an understanding of how homework can provide opportunities to develop independence in learning and how it can consolidate in class teaching.</p> <p>You practice is showing a clear understanding of how modelling, scaffolding and grouping pupils can support development.</p> <p>You are using classroom talk and questioning to promote learning.</p>	<p>You are demonstrating that you have excellent skills and knowledge to apply theory into practice. This includes the theory on how to structure learning experiences to support pupils' development. This includes a strong understanding of the role of regular practice, spaced practice, using worked examples to reduce cognitive load and consolidation.</p> <p>You are consistently using homework to provide opportunities to develop independence in learning and how it can consolidate in class teaching.</p> <p>Your practice is showing a strong understanding of how modelling, scaffolding and grouping pupils can support development.</p> <p>You are fluent at enabling classroom talk and questioning to promote learning</p>

<p>Create a climate of high expectation in learning that inspires and motivates all pupils.</p>	<p>You are demonstrating a clear understanding of how to create a climate of high expectations for all learners including those with SEND, EAL and those from deprived backgrounds.</p> <p>Your emerging understanding of high expectations includes that of students' well-being, role modelling, behaviour and attitudes</p> <p>You are starting to consider these elements when planning for learning and support students' development and progression.</p>	<p>You are demonstrating an understanding of how to create a climate of high expectations for all learners including those with SEND, EAL and those from deprived backgrounds.</p> <p>Your understanding of high expectations includes that of students' well-being, role modelling, behaviour and attitudes</p> <p>You are starting to consider these elements when planning for learning and support students' development and progression.</p>	<p>You are demonstrating a good understanding of how to create a climate of high expectations for all learners including those with SEND, EAL and those from deprived backgrounds.</p> <p>Your understanding of high expectations includes that of students' well-being, role modelling, behaviour and attitudes</p> <p>You are using these elements when planning for learning and support students' development and progression.</p>	<p>You are demonstrating an excellent understanding of how to create a climate of high expectations for all learners including those with SEND, EAL and those from deprived backgrounds.</p> <p>Your understanding of high expectations includes that of students' well-being, role modelling, behaviour and attitudes</p> <p>You are using these elements consistently when planning for learning and support students' development and progression.</p>
<p>Teach and build the knowledge and skills that pupils need in appropriate and considered ways with the ability to adapt teaching to include all pupils and support equality and diversity</p>	<p>You are developing the ability to teach pupils who learn at different rates and requiring different levels of support.</p> <p>You are taking into account prior learning and using this as a basis to build on new learning.</p> <p>You are showing an awareness of barriers to learning and beginning to see how to overcome these in your planning.</p>	<p>You are able to teach pupils who learn at different rates and requiring different levels of support.</p> <p>You are taking into account prior learning and using this as a basis to build on new learning.</p> <p>You are aware of barriers to learning and beginning to see how to overcome these in your planning.</p>	<p>You are able to teach pupils who learn at different rates and requiring different levels of support.</p> <p>You are using prior learning as a basis to build on new learning.</p> <p>You are aware of barriers to learning and use this knowledge to teach and build effective learning opportunities.</p>	<p>You are able to effectively teach pupils who learn at different rates and requiring different levels of support.</p> <p>You are consistently using prior learning as a basis to build on new learning.</p> <p>You have a solid understanding of barriers to learning and use this knowledge to teach and build effective learning opportunities.</p>

	Your planning and teaching are showing an awareness of students' needs and is ensuring equality and diversity are accounted for and the ability to adapt teaching and learning to meet students' needs.	Your planning and teaching are taking account of students' needs and is ensuring equality and diversity are addressed for and the ability to adapt teaching and learning to meet students' needs.	Your planning and teaching are consistently taking account of students' needs and is ensuring equality and diversity are addressed for and the ability to adapt teaching and learning to meet students' needs.	Your planning and teaching are consistently taking account of students' needs and is ensuring equality and diversity are addressed for and the ability to adapt teaching and learning to meet students' needs.
Promote the benefits of technology in learning and support learners in the development of their digital literacy . Ensure learners understand how to use technology safely and can evaluate their digital worlds.	<p>You are demonstrating an emerging understanding of how to promote the benefits of technology in supporting pupils' learning and development.</p> <p>You are starting to use opportunities to develop pupils' digital literacy skills across the curriculum.</p> <p>You are demonstrating good practice in relation to e-safety and supporting pupils' understanding of this.</p>	<p>You are able to promote the benefits of technology in supporting pupils' learning and development.</p> <p>You are creating opportunities to develop pupils' digital literacy skills across the curriculum.</p> <p>You are demonstrating good practice in relation to e-safety and supporting pupils' understanding of this.</p>	<p>You have a good understanding of digital literacy, and you are able to promote the benefits of technology in supporting pupils' learning and development.</p> <p>You are consistently using opportunities to develop pupils' digital literacy skills across the curriculum.</p> <p>You are demonstrating excellent practice in relation to e-safety and supporting pupils' understanding of this.</p>	<p>You have an excellent understanding of digital literacy, and you are able to promote the benefits of technology in supporting pupils' learning and development.</p> <p>You are consistently using opportunities to develop pupils' digital literacy skills in new and creative ways across the curriculum.</p> <p>You are demonstrating excellent practice in relation to e-safety and supporting pupils' understanding of this</p>
Develop the full range of literacy and numeracy (where applicable) skills within the specialist subject area.	You are developing your subject knowledge and pedagogy and demonstrating an emerging ability to embed Literacy (including early reading strategies) and numeracy into your specialist subject.	You are developing your subject knowledge and pedagogy and demonstrating the ability to embed Literacy (including early reading strategies) and numeracy into your specialist subject.	<p>You have good subject knowledge and pedagogy and demonstrating the ability to embed Literacy (including early reading strategies) and numeracy into your specialist subject.</p> <p>You understand of the importance of early literacy, including</p>	You have excellent subject knowledge and pedagogy and demonstrating the ability to fluently embed Literacy (including early reading strategies) and numeracy into your specialist subject.

	You understand the importance of embedding literacy and numeracy skills within each subject area.	You are showing an understanding of the importance of early literacy, including decoding, comprehension and oracy and how this support pupils in accessing the specialist subject area and curriculum.	decoding, comprehension and oracy and how this support pupils in accessing the specialist subject area and curriculum.	You understand the importance of early literacy, including decoding, comprehension and oracy and how this support pupils in accessing the specialist subject area and curriculum and are consistently applying this to your practice
Demonstrate an understanding, in theory and practice, of a range of feedback and assessment strategies.	<p>You are showing an emerging understanding of theory and practice relating to assessment and feedback.</p> <p>You understand the purpose of assessment and feedback and are beginning to apply this to your practice in a meaningful way to support pupils' development.</p> <p>You understand that for assessment and feedback to be impactful it must be suitable for the subject, age and current attainment level of the pupil.</p>	<p>You show an understanding of the theory and practice relating to assessment.</p> <p>You understand that for assessment to be impactful pupils must understand what is being assessed and how.</p> <p>You understand the purposeful assessment needs to have effective feedback so you are developing a range of ways in which assessment and feedback can happen appropriate to the age and attainment level of the pupils.</p>	<p>You show a very understanding of the theory and practice relating to assessment.</p> <p>You understand that for assessment to be impactful pupils must understand what is being assessed and how.</p> <p>You understand the purposeful assessment needs to have effective feedback so you are developing a range of ways in which assessment and feedback can happen appropriate to the age and current attainment level of the pupils.</p>	<p>You are demonstrating an excellent understanding of formative and summative assessment strategies and the theories which underpin them.</p> <p>You are consistently using assessment of pupils in a meaningful way and providing meaningful feedback to support pupils' development relevant to the subject, their age and current attainment level.</p>
Demonstrate understanding, in theory and practice, of managing behaviours and creating positive learning environments .	You are demonstrating an understanding of the theory and practice behind managing behaviours and creating positive classroom learning environments. This includes and emerging ability to support pupils in managing their feelings and emotions in a productive way.	You are demonstrating a secure understanding of the theory and practice behind managing behaviours and creating positive classroom learning environments. This includes supporting pupils in managing their feelings and emotions in a productive way and with respect.	<p>You have a very good understanding of the theory and practice behind managing behaviours and creating positive classroom learning environments.</p> <p>You are starting to understand the importance of developing professional relationships with pupils to support them in managing</p>	<p>You have an excellent understanding of the theory and practice behind managing behaviours and creating positive classroom learning environments.</p> <p>You are able to form effective professional relationships with pupils in which you are able to support pupils in managing their</p>

	<p>You understand the importance of classroom routines to support pupils' understanding of the expectations of being in your class and starting to reinforce the rules in line with the school's ethos and behaviour management policy.</p> <p>You are developing a positive learning environment encourages pupils' motivation to learn and engage in the lesson.</p>	<p>You are developing classroom routines to support pupils' understanding of the expectations of being in your class and reinforcing the rules in line with the school's ethos and behaviour management policy.</p> <p>Your positive learning environment encourages pupils' motivation to learn and engage in the lesson.</p>	<p>their feelings and emotions in a productive way and with respect.</p> <p>You have created classroom routines to support pupils' understanding of the expectations of being in your class and reinforcing the rules consistently and in line with the school's ethos and behaviour management policy.</p> <p>Your positive learning environment encourages pupils' motivation to learn and engage in the lesson.</p>	<p>feelings and emotions in a productive way and with respect.</p> <p>You have established classroom routines to support pupils' understanding of the expectations of being in your class and reinforcing the rules consistently and in line with the school's ethos and behaviour management policy.</p> <p>Your positive learning environment encourages pupils' motivation to learn and engage in the lesson.</p>
<p>Demonstrate the willingness to contribute to organisational development and quality improvement through contribution to the wider school life and through collaboration with others.</p>	<p>You understand the importance of working collaboratively with parents and other professionals and are starting to apply this to your practice.</p> <p>You are demonstrating the willingness to contribute to the wider school organisation and development through collaboration, support with extra-curricular activities and partnership working.</p>	<p>You are demonstrating a willingness to work with other professionals and with parents in supporting pupils. This includes an understanding of the roles of other professionals and parents in the pupils' development.</p> <p>You are starting to build effective working relationships with other professionals to support the development of the pupils in your care.</p> <p>You are demonstrating the willingness to contribute to the wider school organisation and development through collaboration, the undertaking</p>	<p>You are demonstrating a willingness to work with other professionals and with parents in supporting pupils. This includes an understanding of the roles of other professionals and parents in the pupils' development.</p> <p>You are able to build effective working relationships with other professionals to support the development of the pupils in your care.</p> <p>You are starting to make a contribution to the wider school organisation and development through collaboration, the development of and undertaking of</p>	<p>You are able to effectively work with other professionals and with parents in supporting pupils. This includes an understanding of the roles of other professionals and parents in the pupils' development.</p> <p>You are able to build effective working relationships with parents and other professionals to support the development of the pupils in your care.</p> <p>You are increasingly making a contribution to the organisational development and quality improvement through your contribution to wider school life and collaboration with others</p>

		of extra-curricular activities and effective partnership working.	extra-curricular activities and effective partnership working.	
Work proactively within the ethos and vision of the institution adhering to its policies and procedures .	<p>You have developed an understanding of the school's ethos and vision through discussions with mentors and experienced members of staff.</p> <p>You have accessed policies and procedures and have a clear understanding of expectations relating to these.</p>	<p>You are starting to proactively work within the school's ethos and vision.</p> <p>You have a clear understanding of expectations in relation to policies and procedures and are demonstrating these within your practice.</p>	<p>You are working proactively within the school's ethos and vision. You have a good understanding of expectations in relation to policies and procedures and are demonstrating these within your practice.</p>	<p>You are working fluently and proactively work within the school's ethos and vision.</p> <p>You have a strong understanding of expectations in relation to policies and procedures and are demonstrating these consistently within your practice.</p>
Demonstrate the ability to manage workload , prioritise and work with others in a positive and professional manner.	<p>With support you are able to manage your workload.</p> <p>You are demonstrating an emerging able to prioritise tasks and manage your time to complete tasks by deadlines.</p> <p>You can work in a positive and professional manner with others when they are supporting you to managing workload and competing priorities.</p>	<p>You are demonstrating the ability to manage your workload.</p> <p>You are starting to be able to prioritise tasks and manage your time to complete tasks by deadlines.</p> <p>You can work in a positive and professional manner with others when managing workload and competing priorities.</p>	<p>You are demonstrating the ability to manage your workload effectively.</p> <p>You are able to prioritise tasks and manage your time to complete tasks by deadlines.</p> <p>You can work in a positive and professional manner with others when managing workload and competing priorities.</p>	<p>You are demonstrating an excellent ability to manage your workload.</p> <p>You are able to consistently prioritise tasks and manage your time to complete tasks by deadlines.</p> <p>You can work in a positive and professional manner with others when managing workload and competing priorities.</p>
Demonstrate a willingness to engage in learning communities and communities of practice to support own practice and development.	<p>You understand the importance of engaging in learning communities and communities of practice to support your subject and pedagogical knowledge.</p> <p>You are showing an emerging understanding the importance of</p>	<p>You are demonstrating a willingness to engage in learning communities and communities of practice to support your own subject and pedagogical knowledge to support your development.</p>	<p>You are starting to engage in learning communities and communities of practice to support your own subject and pedagogical knowledge to support your development.</p>	<p>You are engaging in learning communities and communities of practice to support your own subject and pedagogical knowledge to support your development.</p> <p>You have a strong understanding the importance of personal and</p>

	personal and professional development and are willing to engage in professional development activities to support your learning and development.	You understand the importance of personal and professional development and are willing to engage in professional development activities to support your learning and development.	You have a very good understanding the importance of personal and professional development and are seeking out ways to engage in professional development activities to support your learning and development	professional development and are actively seeking out ways to engage in professional development activities to support your learning and development.
Demonstrate an understanding of reflection and the ability to reflection own development and act on this reflection to support enhancement. Recognise emerging and developing teacher identity .	With guidance you starting to reflect on your practice and identify your own developmental needs. With support, you are able to act on this reflection to enhance your development as a teacher and develop your teacher identity.	You are able to reflect on your practice and identify your own developmental needs. With support, you are able to act on this reflection to enhance your development as a teacher and develop your teacher identity.	You can effectively reflect on your practice and identify your own developmental needs. You are able to act on this reflection to enhance your development as a teacher and develop your teacher identity.	You can effectively reflect on your practice and identify your own developmental needs. You consistently acting on reflections to enhance your development as a teacher and develop a secure teacher identity
Recognise role and responsibilities inherent in affecting and improving the learning, wellbeing, motivation, and behaviour of pupils.	You are developing an awareness of the roles and responsibilities of those (including yourself) that affect and improve the well-being, motivation and behaviour of pupils.	You are able to recognise the roles and responsibilities of those (including yourself) that affect and improve the well-being, motivation and behaviour of pupils.	You have a clear understanding of the roles and responsibilities of those (including yourself) that affect and improve the well-being, motivation and behaviour of pupils and showing an emerging ability to apply this knowledge to practice.	You have a strong understanding of the roles and responsibilities of those (including yourself) that affect and improve the well-being, motivation and behaviour of pupils and are able to apply this knowledge to practice.
Demonstrate the ability to evaluate and challenge your practice, values, and beliefs and,	You are demonstrating an emerging ability to consider and challenge your own practice, values and beliefs.	You can demonstrate the ability to evaluate and challenge your own practice, values and beliefs.	With increasing confidence, you are able to demonstrate the ability to evaluate and challenge your own practice, values and beliefs.	You are able to confidently demonstrate the ability to evaluate and challenge your own practice, values and beliefs.

<p>where appropriate, those of others.</p>		<p>You have an emerging ability to challenge the practice, values and beliefs of others where appropriate.</p>	<p>You are also developing the ability to evaluate and challenge the practice, values and beliefs of others where appropriate.</p>	<p>You are also developing the ability to evaluate and challenge the practice, values and beliefs of others where appropriate.</p>
<p>Act as a caring, empathetic practitioner who recognises their accountability and works with integrity.</p>	<p>You are demonstrating an emerging ability to act as a caring, empathetic practitioner who recognises their accountability and works with integrity.</p>	<p>You are able to act as a caring, empathetic practitioner who is beginning to recognises their accountability and works with integrity.</p>	<p>You are able to act as a caring, empathetic practitioner who recognises their accountability and works with integrity.</p>	<p>You are able to act as a caring, empathetic practitioner who has a clear understanding of their role and has a strong sense of accountability and the integrity in their work.</p>