

5.4 Mentor Roles and Responsibilities



Placement Mentor

- School Induction to include: -
 - the child protection policy,
 - the staff behaviour policy (sometimes called a code of conduct),
 - information about the role of the designated safeguarding lead,
 - Health and Safety policy,
 - Safeguarding policy,
 - reference to Keeping Children Safe in Education.
- Guide and support Associate Teacher's professional development and subject specific pedagogical knowledge in line with the BCU ITE Curriculum.
- Set targets and provide feedback that are subject specific in weekly observations using the BCU Observation Form and the BCU subject prompts.
- Provide day to day support for the Associate Teacher including guidance on teaching, planning, accessing resources and other responsibilities.
- Arranging which pupils, the Associate Teacher will be working with (e.g. groups/ whole class).
- Advise on classroom systems and procedures.
- Discuss targets for placement before the Associate Teacher begins block placement.
- Support Associate Teacher with pre-placement tasks and arrange for Associate Teacher to observe other colleagues, if possible.
- Check and sign pre-placement checklist.
- Hosting weekly meetings with Associate Teacher to discuss the Associate Teacher's reflections on their week of teaching, to review previous week's targets. and to set targets for the week ahead.
- Observe the Associate Teacher and provide feedback verbally using the BCU Mentor Coach Model and on the relevant BCU Lesson Observation Form.

- There will be one joint observation during the placement alongside the University Lead Mentor.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Placement Mentor. Where needed, the Lead Mentor will provide support.
- Work with the Lead Mentor to understand the 'learn that' and 'learn how' statements as part of the BCU ITE Curriculum.
- Attend Placement Mentor School Based Training Briefing either live or recorded.
- Use the Primary Partnership Website to access all BCU documentation.

For Placement Mentors of PGCE and BA Year 1 Associate Teachers

- Understand the role and purpose of Intensive Training and Practice (ITaP)
- Engage with supporting documentation available on Brightspace.

Professional Mentor

- Support with school induction. Liaise with other colleagues where applicable including the Lead Mentor.
- If applicable, share the Brightspace log on details with Placement Mentors.
- Arrange for Associate Teacher to observe other colleagues.
- Discuss targets for placement before the Associate Teacher begins block placement.
- Support with pre-placement tasks. Liaise with Placement Mentor and Lead Mentor where applicable.
- Check and sign pre-placement checklist.
- Weekly meetings are usually held between the Placement Mentor and Associate Teacher; however, the Professional Mentor may want to hold a joint meeting with the mentor and Associate Teacher. During the weekly meeting discuss the Associate Teacher's reflections on their week of teaching and set targets for the week ahead. Review of previous week's targets.
- Observations of the Associate Teacher. These will be undertaken by the Placement Mentor and/or the Professional Mentor. Observations of the Associate Teacher should ideally be once a week.
- Joint observation. There will be one joint observation during the placement alongside the Lead Mentor.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Professional and/or Placement Mentor.
- Use the Primary Partnership Website to access all BCU documentation:

Supporting Placement Mentors of PGCE and BA Year 1 Associate Teachers

- Ensure Placement Mentors, where applicable are registered on Brightspace.
- Support the in school ITaP learning
- Encourage Placement Mentors to complete Brightspace CPD Mentor Training.

Lead Mentor (University)

- Communication with school and Lead Mentor will be through email and through Microsoft Teams. A phone call may be requested by the school.
- First point of contact for the Associate Teacher's placement.
- Contact school before Associate Teacher begins block placement to discuss arrangements and offer guidance, as required.
- Meet online with Associate Teacher before block placement begins. Sign placement targets. Check that pre-placement tasks are completed, and that the Associate Teacher is ready to start their block placement.
- Attend Review and Progress Meetings.
- If an Associate Teacher requires a Rapid Improvement Target (RIT) this will be completed by the Lead Mentor in conjunction with the Professional and/or Placement Mentor.
- Provide additional support such as attending a weekly meeting or support with Rapid Improvement Targets.
- In school joint observation with the Placement/Professional Mentor of the Associate Teacher. This may be in conjunction with a Review or Progress Meeting or be a stand-alone visit.
- Support Mentors to understand the BCU ITE Curriculum 'learn that' statements and how these impact on the 'learn how' statements as part of Associate Teachers' school-based practice.
- Quality assurance – to ensure all systems and processes as outlined in the school briefing process support the development of our Associate Teachers in schools.
- Support Professional Mentors responsible for mentoring by leading **optional** training.
- Support Professional Mentors responsible for mentoring to ensure their mentors in school understand and engage with our BCU ITE Curriculum.

Supporting Placement Mentors of PGCE and BA Year 1 Associate Teachers

- Ensure Placement Mentors have access, if applicable to Brightspace.
- Discuss the mentor CPD training with school colleagues and arrange additional support in school as identified to maintain high quality mentoring.
- Support the in school ITaP learning.

Associate Teacher

- Adhere to the BCU Associate Teacher Code of Conduct
- Maintain a high level of professionalism whilst on placement including following school policy and procedures.
- Follow absence reporting procedures for placement (following guidance in progress journal)
- Keep the SBT online progress journal up to date (this should be saved as a One Drive file) and ensure it is shared with the Placement Mentor and the Lead Mentor.
- Complete the pre-placement tasks.

- Meet with Lead Mentor before block placement to discuss pre-placement tasks and ensure they are signed off.
- Keep an online School Based Training file (see pre-placement checklist for details of what to include)
- For formal observations, provide a copy of the planning for the observer/s
- Ensure that lessons to be taught are planned for a prepared for in a timely manner.
- Complete weekly reflection in Progress Journal, in readiness to discuss at weekly meeting.
- Gather supporting evidence and complete proforma for Critical Incident in readiness for Review/Progress Meetings
- Meet with Professional Development Tutor (PDT) at the end of placement to discuss outcomes, achievements, targets for development.

Mentor Roles and Responsibilities – Placement

The placement school will:

- Identify mentors with expertise in phase and subject specific approaches to teaching and learning
- Ensure mentors receive enough time to attend the required training and discharge the mentoring entitlements to support the Associate Teacher
- Contribute to the partnership quality assurance processes
- Provide reasonable adjustments regarding Associate Teachers with registered disabilities
- Take account of the mental health and well-being of Associate Teachers
- Ensure a manageable workload for Associate Teachers
- Maintain accurate records of the number of hours training Professional and Placement Mentors complete

For Mentors of PGCE and BA Year 1 Associate Teachers

- Encourage Placement Mentors to be registered and access Brightspace
- Encourage Placement Mentors to engage with BCU's high quality mentor CPD package
- Support the in school ITaP learning.