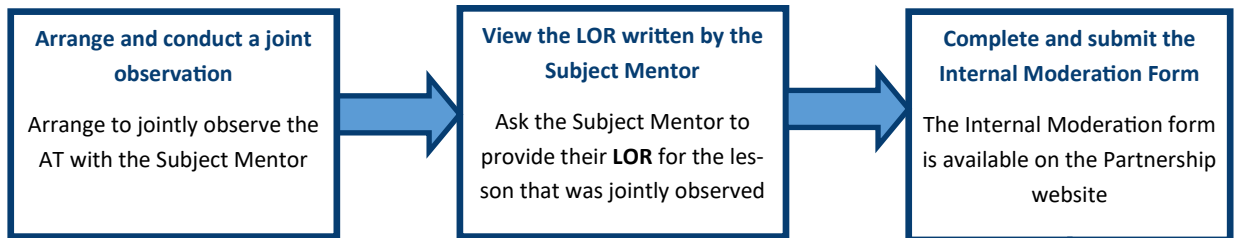


Professional Mentor Quick Reference Guide

Check list for Professional Mentors

- ⇒ Arrange regular CPD within the school for the ATs—use the **Curriculum Map** to ensure that School-Based CPD for ATs complements and enhances the learning promoted via the BCU ITE Curriculum.
- ⇒ Ensure that Subject Mentors have allocated time to meet with their AT for an hourly Weekly Mentor Meeting each week
- ⇒ Conduct **Internal Moderation** of the Subject Mentor’s feedback and targets using the process outlined below
- ⇒ Make sure you have been given access to each AT’s OneDrive (ATs provide this for you) and use this access to look at **LORs** and **WMMRs** to QA the feedback ATs are receiving
- ⇒ Liaise with your allocated Placement Link Tutor to arrange a school visit to support your Professional Mentor Role (this includes supporting you to access further support for Subject Mentors who need additional training)
- ⇒ Work with the Subject Mentor to report any concerns you have with AT’s progress to the AT’s BCU tutor.

Internal Moderation



Arrange and conduct a joint observation
Arrange to jointly observe the AT with the Subject Mentor

Approach to be used:

- * The joint observation does not need to be a full lesson, it can be part of the lesson
- * Ask the AT to provide their **Lesson Plan**
- * The Subject Mentor will capture their feedback on an **LOR**

View the LOR written by the Subject Mentor
Ask the Subject Mentor to provide their **LOR** for the lesson that was jointly observed

Approach to be used:

- * Subject Mentor should have used the **Assessment Tracker** to support the feedback and targets on the **LOR**—it is helpful to use the language of the formative descriptors in the tracker linked to the themes the AT has identified.
- * Subject Mentor should have used the 3 columns of the **LOR** to structure their feedback into strategies used, impact on learning and questions for the AT to consider.

Complete and submit the Internal Moderation Form
The Internal Moderation form is available on the Partnership website

Approach to be used:

- * Use the questions on the Internal Moderation form to QA the feedback on the **LOR**.
- * Include actions for any of the prompts where you feel there is not enough evidence in the feedback. This is a supportive measure to support your Subject Mentor in improving the quality of their feedback where needed.
- * Email your completed Internal Moderation Form/s to your allocated Placement Link Tutor or to:
PGCESsecondarySLT@bcu.ac.uk

Please note that this process should take place 3 times across the course (PG—Phases 7, 8 & 10, UG—1 per year) with each Subject Mentor.

Professional Mentor Quick Reference Guide

BCU ITE Curriculum Themes

- A** Associate teacher uses **critical enquiry** and **research informed practice** to develop their understanding of effective teaching and learning
- B** Associate teacher's **classroom practice** establishes effective **behaviour management** using **high expectations** and awareness of **pupil wellbeing**
- C** Associate teacher knows more, remembers more and applies **subject knowledge** and **subject-specific pedagogy** to impact on pupils' progress
- D** Associate Teacher uses knowledge about **how pupils learn to plan and assess learning** to ensure that all pupils make progress
- E** Associate Teacher implements effective **adaptive teaching approaches** to meet all learners' needs, including SEND (Special Educational Needs and Disability) and EAL (English as an Additional Language) learners.
- F** Associate Teacher demonstrates **professional behaviours** and contributes effectively to the wider life of the school.

Key Documentation

<i>Document</i>	<i>Responsibility</i>	<i>Use</i>	<i>Availability</i>	<i>Storage</i>
Internal Moderation Form	Professional Mentor	Completed three times during the course with each Subject Mentor	Partnership Website	Sent to PLT
Assessment Tracker	Subject Mentor	Highlight weekly, refer to when completing LORs, WMMRs & End of Phase/Placement Reviews	OneDrive & Partnership Website	AT's OneDrive
Learning Observation Record (LOR)	Subject Mentor	2 per week (on most routes) - use Assessment Tracker to inform targets	OneDrive & Partnership Website	AT's OneDrive
Lesson Evaluation (end of Lesson Plan)	AT	PG 2 per week until Phase 9 (1 per week phases 9-10 and UG Yr 1). Informs WMMR discussion	Final page of lesson planning document	AT's OneDrive
Curriculum Map	AT, SM & PM	SM uses final column, in discussion with AT, to make brief notes about CBT links with SBT. PM uses this to plan CPD for ATs	OneDrive	AT's OneDrive
Weekly Mentor Meeting Record (WMMR)	AT & Subject Mentor	Use all documents above in weekly meeting and specifically the Assessment Tracker to set targets	OneDrive & Partnership Website	AT's OneDrive
Subject Knowledge Tracker	AT & Subject Mentor	Used to document progress in regards to Subject Knowledge throughout the course	OneDrive	AT's OneDrive
End of Phase/Placement Review	Subject Mentor	Use all documents above, specifically the Assessment Tracker and WMMRs to complete	Partnership Website	AT's OneDrive & Moodle