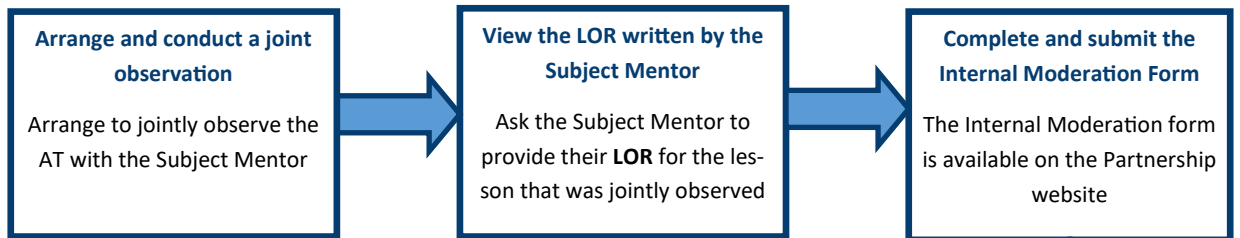


# Professional Mentor Quick Reference Guide

## 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 Placement Mentors have allocated time to meet with their AT for an hourly Weekly Mentor Meeting each week
- ⇒ Conduct **Internal Moderation** of the Subject Placement 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 their **PAD** 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 Placement 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** (48 hours in advance)
- \* The Subject Placement 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: [PGCESecondarySLT@bcu.ac.uk](mailto:PGCESecondarySLT@bcu.ac.uk)

Please note that this process should take once per School Experience Placement with each Subject Placement 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

Document	Responsibility	Use	Availability	Storage
Assessment Tracker	Mentor	Highlight weekly, refer to when completing <b>LORs, Reflection and Progress Meeting Record &amp; End of Phase/Placement Reviews</b>	OneDrive & Partnership Website	OneDrive
Lesson Plan	AT	Full planning template to be used for formally observed lessons, the last page is the evaluation.	OneDrive & Partnership Website	OneDrive
Learning Observation Record (LOR)	Mentor	1 per week (on most routes) - use <b>Assessment Tracker</b> to inform targets. Provided by AT with themes identified.	OneDrive & Partnership Website	OneDrive
Lesson Evaluation (end of Lesson Plan)	AT	Complete 2 per week. Informs <b>Reflection and Progress Meeting Record</b> discussion	Final page of lesson planning document	OneDrive
Curriculum Map	AT & Mentor	This is a reference document which shows what has been delivered as part of the centre based training at the university, and ATs should make explicit links to this in discussion, evaluation, and potentially planning	OneDrive	OneDrive
Reflection and Progress Meeting Record (in the PAD)	AT & Mentor	Use all documents above in weekly meeting and specifically the <b>Assessment Tracker</b> to set targets	OneDrive in the PAD	OneDrive
Subject Knowledge Tracker	AT & Mentor	Used to document progress in regards to Subject Knowledge, this is updated every half term throughout the course	OneDrive	OneDrive
End of Phase Review	Mentor	Use all documents above, specifically the <b>Assessment Tracker</b> and <b>Reflection and Progress Meeting Record</b> to complete	PAD	OneDrive & Moodle