Primary Initial Teacher Education
Quick Guide to the
ROLES OF
SCHOOL MENTOR
and
Teaching Standards (reverse)

Full version in the handbooks and at:
www.education.brookes.ac.uk/
partnerships/school-placements

Coordinate School Based Training (SBT) across the school, facilitate and monitor provision; liaise with teachers, the university tutors (UT) and trainees.

At beginning of placement share Trainee Progress File with trainee(s) with specific reference to Trainee’s Priorities for Professional Development (TPPD) (formerly known as the incoming Action Plan); target and SBT expectations.

Support Teacher Tutors (TT) in work with their trainee(s); mentoring, coaching, monitoring and evaluating trainees’ progress.

Observe trainees teach: Give verbal and written feedback (record on graded lesson observation forms, copy for TT and trainee), monitor pupils’ progress in trainees’ care.

Joint observation with UT

Share trainee’s progress with UT: During the UT’s visit and/or phone call from UT

Teachers’ Standards Grid: Regularly share, discuss and record on grid with trainee(s) to ensure that the trainees are aware of their progress and targets throughout the placement.

Weekly Evaluations: Each week discuss and sign off with trainees, plan next steps/targets.

Alert UT of any concerns over progress or provision to ensure early support or intervention.

At the end of placement discuss with trainee and TT trainees’ progress against Teachers’ Standards Grid and complete SBT Report with trainee.

Participate in Mentor training and/or update training for mentors, facilitate teacher tutor training at the University.

TEACHING STANDARDS

1. Set high expectations to inspire, motivate and challenge pupils
   - establish a safe and stimulating environment
   - set goals that stretch and challenge all pupils
   - demonstrate positive attitudes, values and behaviour

2. Promote good progress and outcomes by pupils
   - be accountable for attainment, progress, outcomes
   - plan teaching to build on pupils’ prior knowledge
   - guide pupils to reflect on their progress and needs
   - demonstrate understanding of how pupils learn
   - encourage pupils to take responsibility for work

3. Demonstrate subject and curriculum knowledge
   - have secure knowledge of the subject areas
   - demonstrate understanding of subject developments
   - demonstrate understanding of literacy and articulacy
   - demonstrate a clear understanding of systematic synthetic phonics and appropriate teaching strategies for primary mathematics

4. Plan and teach well-structured lessons
   - impart knowledge and develop understanding
   - promote a love of learning and intellectual curiosity
   - set homework to extend pupils’ understanding
   - reflect systematically on the effectiveness of lessons
   - contribute to curriculum design

5. Adapt teaching to respond to the needs of the pupils
   - know when and how to differentiate
   - understand how factors can inhibit pupils’ learning
   - demonstrate an awareness of child developments
   - understand pupils’ needs, inc. SEND, the more able, and those for whom English is an additional language

6. Make accurate and productive use of assessment
   - understand how to assess the subject area
   - use formative and summative assessment
   - use data to monitor progress, set targets, and plan
   - give pupils regular feedback

7. Manage behaviour effectively to ensure a good and safe learning environment
   - have clear rules and routines for behaviour
   - have high expectations of behaviour
   - manage classes effectively
   - maintain good relationships with pupils

8. Fulfil wider professional responsibilities
   - make a positive contribution to the school
   - develop professional relationships with colleagues
   - deploy support staff effectively
   - take responsibility for professional development
   - respond to advice and feedback from colleagues
   - communicate effectively with parents