

UNIVERSITY VISITING TUTOR (UVT)

Role	Key responsibilities	Links to National Standards for school-based ITT mentors *
<p>The University Visiting Tutor (UVT) supports the trainees on their school placements including visits to school</p> <p>The purpose of these quality assurance visits is to monitor and support trainees' progress, support school-based staff and monitor school provision.</p> <p>The Community of Practice approach ensures that UVTs are able to review how mentors are drawing on the taught curriculum during mentoring sessions throughout the trainee's school-based practice.</p>	<p>Use the IDP to be aware of trainees strengths and areas for development throughout the time on school placement</p> <p>UVTs visit trainees in school usually once per term in school but additional visits may be made if there is a concern</p> <p>Maintains contact with ITE Coordinator and other staff where appropriate to provide support and guidance throughout the placement</p> <p>Quality Assures placements and undertakes joint observation of trainee with Lead Mentor</p> <p>Completes a Visit Record outlining outcomes from visit and issues a support plan if there are areas of concern</p>	<p>Be approachable, make time for the trainee, and prioritise meetings and discussions with them;</p> <p>Use a range of effective interpersonal skills to respond to the needs of the trainee;</p> <p>Offer support with integrity, honesty and respect;</p> <p>Use appropriate challenge to encourage the trainee to reflect on their practice;</p> <p>Support the trainee in accessing expert subject and pedagogical knowledge;</p> <p>Support the trainee to develop skills to manage time effectively.</p> <p>Give constructive, clear and timely feedback on lesson observations;</p> <p>Enable and encourage the trainee to evaluate and improve their teaching;</p> <p>Ensure consistency by working with other mentors and partners to moderate judgements;</p> <p>Support the trainee in promoting equality and diversity;</p> <p>In collaboration with the school, ensures the trainee understands and complies with relevant legislation, including that related to the safeguarding of children</p>
Induction	<p>Establishing a Community of Practice – new UVTs attend induction face to face on the theory and research underpinning the Exeter Model, and the curriculum. Theories of Mentoring introduced and linked to the mentor roles within the Exeter Model. Supported by webinars throughout the year. Read and review the Curriculum Maps and Core Content Framework on the Mentor Zone (Curriculum section).</p>	
Training	<p>Training, Development and Consultation (TD&C) sessions are held for school-based mentors and UVTs throughout the academic year. The focus of these sessions is decided on in the community of practice and the outcome of the self-evaluation documents against the National Mentoring Standards: in consultation between the partnership office, partner schools and the university. UVTs, mentors and university academic staff are invited to attend.</p> <p>Mentor engagement continues throughout the year via regular updates and through the Mentor Zone</p> <p>Annual School Direct Review and Development sessions</p> <p>Wordpress link to aspirational practice and research blog</p>	
Evaluation	<p>ITEC meetings and Lead School Direct Reviews each term evaluate overall partnership training needs. Individual meetings are held if QA concerns and information feedback to UVTs if required</p> <p>Mentors evaluate induction and training to enable review and improvement</p> <p>Trainees evaluate university and school support</p> <p>UVTs evaluate mentor support against the National Mentoring Standards at the end of each placement</p>	
Feedback	<p>End of year report to ITEC/ Lead School on mentor (including UVT) evaluation and engagement to review and improve provision</p> <p>Feedback to the university forms part of the annual improvement plan</p>	