

LEAD MENTOR

Role	Key responsibilities	Links to National Standards for school-based ITT mentors *
<p>This role involves an expert practitioner working with the trainee to help them learn and adopt new teaching practices and to provide feedback and review of performance.</p> <p>Lead Mentors are specialists in the craft of the classroom (and in the Secondary programme, experts in their main teaching subject).</p> <p>Lead Mentors assist trainees by working as partners in the classroom, demonstrating teaching, jointly planning and carrying out focused observations of their teaching and providing feedback and advice.</p> <p>Each trainee is allocated a Lead Mentor who is responsible for coordinating the trainee's learning.</p>	<p>Understand and use the Exeter Model Tools and attend induction and training. Be familiar with the National Mentor Standards for ITT and undertake a self-evaluation against these standards to inform training and development.</p> <p>Provide trainee(s) with copies of planning, class list(s) and timetable (if appropriate)</p> <p>Be in the classroom with the trainee(s) at all times until they are confident and competent to work independently</p> <p>Provide regular feedback (written and oral) offering guidance for further development</p> <p>Ensure that trainees audit and regularly review their subject-specific knowledge and pedagogical understanding relevant to their subject(s)</p> <p>Help the trainee with planning, and review plans before the lessons are taught</p> <p>Provide feedback from observations using the Lesson Observation Form/Individual Development Portfolio (IDP) each week</p> <p>Observe trainee teaching, informally on a daily basis, engaging in regular dialogue with the trainee about his/her progress</p> <p>Provide a Weekly Development Meeting with the trainee for one hour to discuss progress, plan further development opportunities and draw on the taught curriculum. Sign off the Weekly Development Meeting record on the IDP during the weekly meeting</p> <p>Set up teaching demonstrations with experienced teachers, and look for appropriate opportunities for team-teaching in negotiation with the trainee to match individual training needs</p> <p>Negotiate episodes of focused observation, check that Agendas are annotated and provide regular written and oral feedback as appropriate</p> <p>In the DI phase, assist trainees with deciding which Exeter Model tools to select for their Focused Reflections</p> <p>Regularly check the trainee's IDP and Teaching File/s, and assist and advise in all aspects of the programme, including coursework and formal assignments</p>	<p>Continue to develop your own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.</p> <p>Support the trainee in developing effective approaches to planning, teaching and assessment;</p> <p>Be approachable, make time for the trainee, and prioritise meetings and discussions with them; offer support with integrity, honesty and respect;</p> <p>Use a range of effective interpersonal skills to respond to the needs of the trainee; Give constructive, clear and timely feedback on lesson observations; Support the trainee in accessing expert subject and pedagogical knowledge;</p> <p>Support the trainee in developing effective approaches to planning, teaching and assessment; Support the trainee with marking and assessment of pupil work through moderation or double marking; Give constructive, clear and timely feedback on lesson observations</p> <p>Use appropriate challenge to encourage the trainee to reflect on their practice; Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; Support the trainee in developing effective approaches to planning, teaching and assessment, Support the trainee in accessing expert subject and pedagogical knowledge; Be approachable, make time for the trainee, and prioritise meetings and discussions with them;</p> <p>Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment. Broker opportunities to observe best practice;</p> <p>Give constructive, clear and timely feedback on lesson observations;</p> <p>Use appropriate challenge to encourage the trainee to reflect on their practice;</p> <p>Support the trainee to develop skills to manage time effectively. Offer support with integrity, honesty and respect; Enable the trainee to access, utilise and interpret robust educational research to inform their teaching.</p>

	<p>Discuss the progress being made by the trainee with the ITEC. Discuss the trainee's progress with the University Visiting Tutor</p> <p>Discuss with the trainee the subject curriculum being followed, including how the department decides on curriculum content, and why that content is structured in the way that it is. Ensure that the requirements for using ICT in subject teaching are met</p> <p>Prepare and monitor other class teachers working with the trainee</p>	<p>Ensure consistency by working with other mentors and partners to moderate judgements;</p> <p>Support the trainee in accessing expert subject and pedagogical knowledge;</p> <p>Ensure consistency by working with other mentors and partners to moderate judgements;</p>
Induction	Establishing the Community of Practice. Face to face training for new Lead Mentors, Reflective Mentors and ITECs 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 videos and bulletins throughout the year.	
Training	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. Mentor engagement continues throughout the year via regular updates and through the Mentor Zone and bulletins Annual School Direct Review and Development sessions Mentor Zone links to aspirational practice and research through Curriculum Blogs	
Evaluation	Mentors evaluate induction and training to enable review and improvement Trainees evaluate university and school support UVTs evaluate mentor support against the National Mentoring Standards at the end of each placement ITECs evaluate overall university support	
Feedback	End of year report to ITEC/ Lead School on mentor evaluation and engagement to review and improve provision Feedback to the university forms part of the annual improvement plan Suggestions for review and development inform annual mentor induction and training	