REFLECTIVE MENTOR

Role	Key responsibilities	Links to National Standards for school-based ITT mentors *
The Exeter Model aims to develop practitioners that are capable of critical reflection throughout their career and is designed to create appropriate conditions to develop this in a way that can be sustained after the completion of the course. For this role, the model aligns much more with an informal mentor than the instructional coach role at the heart of our Lead Mentor role. Reflective Mentors should be experienced teachers with a good understanding of curricular issues, able to develop the trainee's thinking about teaching in ways that can be incorporated into subsequent performance and assist them in detailed challenges to their thinking. Reflective Mentors do not work with trainees directly in the classroom but have a supportive, dialogic role, assisting the trainee in developing the reflective skills needed to become an independent driver of their own progress.	Ensure they are familiar with the Exeter Model Training Tools and taught curriculum Conduct Reflective Conversations (of at least 1 hour each) during each term as specified in the course diary and IDP Check the trainee's IDP Discuss the progress of the trainee regularly with the Lead Mentor QA the curriculum and year group coverage for primary trainees, and the year group coverage and post 16 experience for secondary trainees Support the trainee with the Formative Assessment of Achievement and Progress (FRAP) process, supporting them to decide when they are ready to progress to the next phase Provide critical and constructive guidance for future development including a discussion with the trainee towards the end of the training period to support the completion of their PGCE to ECF Transition Document Inform the ITE Coordinator of any concerns Contribute to school-based references Be familiar with the National Mentor Standards for ITT and undertake a self-evaluation against these standards to inform training and development.	Continue to develop your own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research. Be approachable, make time for the trainee, and prioritise meetings and discussions with them; Use a range of effective interpersonal skills to respond to the needs of the trainee; Offer support with integrity, honesty and respect; Use appropriate challenge to encourage the trainee to reflect on their practice; Support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment. Ensure consistency by working with other mentors and partners to moderate judgements; Use appropriate challenge to encourage the trainee to reflect on their practice; Offer support with integrity, honesty and respect; Be approachable, make time for the trainee, and prioritise meetings and discussions with them; Resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; Ensure consistency by working with other mentors and partners to moderate judgements; Offer support with integrity, honesty and respect; Continue to develop your own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.
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 webinars 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 Annual School Direct Review and Development sessions Wordpress link to aspirational practice and research blog	
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	
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	