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**Faculty of Education**

**In Partnership with Schools, Colleges and**

**Early Years Settings**

**School-Based Training Handbook**

**For Mentors and University Visiting Tutors**

**2017 - 2018**

**School-**B**ased Training Handbook**

This booklet has been compiled by the Partnership team to assist Class Mentors, Professional Mentors and University Visiting Tutors in their support and assessment of students on placement.

The MMU Partnership is committed to

**Preparing trainees to become outstanding teachers through inspiring training in creative school partnerships, focusing on understanding and promoting effective learning and pupil progress and developing professional expertise.**

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# The Primary Partnership & Student Experience Team

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**Partnership website**

<http://www.mmu.ac.uk/education/partnerships/primary>

# Introduction

The Primary Partnership is a shared commitment to pursue quality in the Primary Programmes and to provide intending teachers with the best possible preparation for their chosen profession. The commitment recognises that teachers in each partner school or setting (as Mentors) and staff in the Faculty of Education (as University Visiting Tutors) have distinctive contributions, roles and responsibilities, which are the subject of ongoing change and redefinition. This guidance provides a summary of key processes and activities for School-Based Mentors and University Visiting Tutors when supporting, training and assessing student teachers. For the details for each individual placement, please refer to that placement’s handbook on the Primary Partnership website www.mmu.ac.uk/education/partnerships/primary

The National Standards for School-based Initial Teacher Training Mentors (July 2016), while not currently statutory, play an important role in our work together. The standards aim to strengthen the quality of support that trainees receive while on placements and to create consistency within partnerships and across ITT in England. The standards can be found here <https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf> and on the Primary Partnership website. A summary is in Appendix 8.

# Roles and responsibilities at a glance

**The Partnership should:**

* acknowledge that the well-being and education of pupils in schools/settings takes priority over all other considerations;
* exercise a duty of care for all of the students, their personalised training needs and their well-being;
* support students with respect, being mindful of the stage of their training and how this is impacting on the challenges they might be facing;
* ensure that students are equipped to enjoy the rewards and challenges of the teaching profession and recognising the need to nurture the next generation of committed, resilient, high-quality teachers.

**Students should**:

* understand and take responsibility for the impact of their teaching on pupil progress and learning over time;
* utilise all aspects of their training, in school, in the centre and in independent study, to support their progress as reflective practitioners alongside their professional development towards becoming outstanding teachers.

**School-based staff should:**

* provide effective school-based training;
* support students so that they have a positive impact on pupil progress and learning from the outset;
* identify and address students’ needs to support them in becoming good or outstanding NQTs.

**University staff should:**

* work with all members of the partnership to ensure that all students make good or better progress;
* utilise partnership data to inform training that impacts positively on student outcomes and the progress of the pupils they teach.

**Roles**

**Class Mentor**

This is the teacher of the class in which the student is undertaking their placement. The class mentor provides day to day support, training and feedback for the student teacher.

**Professional Mentor**

The Professional Mentor is the person within the school/setting with designated responsibility for students. The mentor may be working with several students at the same time, in a co-ordinating / overseeing capacity. In some schools the Class Mentor

also undertakes the role of Professional Mentor.

**University Visiting Tutor**The University Visiting Tutor supports the school/setting and the student throughout the placement. They are the point of contact should any problem arise.

**Personal Tutor**

This University based personal tutor will support students with their target setting and action planning for SBT before, during and after the placement. They are the next point of contact regarding SBT queries after the student has contacted school-based colleagues and the University Visiting Tutor, or if the issue is of a personal nature. The Personal Tutor will liaise with the SBT unit leader and Student Experience Tutors if and where necessary.

**SBT Unit Leader**

This is the University based unit leader of the placement and is part of the Partnership Co-ordination team. Issues or concerns are referred to the Partnership Coordinators by University Visiting Tutors, personal tutors or Partnership tutors. General enquiries should not be directed to the Partnership Coordinators.

**Student Experience Leaders**

These are university-based tutors who work alongside the SBT unit leader to support the students in their university experience.

**Partnership Tutor**

This is a university-based tutor who works with a cluster of schools, supporting and developing the Partnership between the schools and MMU. They also will be supporting the delivery of mentor sessions and briefings. The partnership tutor is the point of contact for partnership activities, training and issues or concerns beyond an individual student and their placement.

|  |  |
| --- | --- |
| Abbreviations: |  |
| SBT School Based Training | BA1, 2, 3 BA (Hons) Primary Education  Year 1, 2 or 3 placement |
| PT Partnership Tutor | PG1 PGCE First placement  (Oct-Jan) |
| RoLO Record of Lesson Observation | PGF PGCE Final placement  (Mar-Jun) |
| AROF At Risk of Failure  RI Requires Improvement | PGSD PGCE School Direct  Block A First placement;  Block B Alternative School  placement;  Block A Final placement |

# Frequently Asked Questions

‘Frequently Asked Questions’ have been compiled – and answered – in 2 documents, to provide a resource for students and mentors/tutors. They are available from the partnership website. www.mmu.ac.uk/education/partnerships/primary

We are encouraging our students to seek answers to their questions from the resources available, before approaching staff (see below). Your support in this would be much appreciated.

**Communicating with Tutors**

**Communicating with Tutors**

**Please follow this flowchart when communicating about your School Based Training. The boxes highlighted in red indicate your first contact.**

**SBT problem**

**(once placement confirmed)**

**SBT problem**

**(once student in school)**

**Class Mentor and/or Professional Mentor**

**University Visiting Tutor (UVT)**

**SBT Unit Leader (notified by UVT if case is of a serious nature)**

**If you are absent, you will be required to undertake additional time in school to make up your days.**

**See handbook**

**SBT ABSENCE**

**Check SBT Documentation and/or FAQs**

**University Visiting Tutor (UVT)**

**If your SBT problem is of a personal nature**

**Personal Tutor**

# Class/ Professional Mentors: Supporting & assessing students during SBT

* For placement specific information please refer to the handbook for that placement (on the Partnership website)

* Ensure that the student has a clear understanding of when and what they are teaching each week. Students also need to plan what they will be doing during their Professional Development time. This time should be used to support the meeting of their targets and to work alongside appropriate staff to develop their knowledge, skills and understanding of assessment.
* Use the grading criteria to support the weekly meetings you will have with the student about their progress. Ensure that the student records what is discussed in this meeting and their next steps (Weekly Review & Reflections doc).
* Provide the student with one formal, written RoLO each week with a specific focus. Discuss this focus with the student before the observation and ensure they are given SMART targets after the observation. Discuss with the student how to achieve the targets set.
* For paired placements, one RoLO per fortnight per student can be completed using the RoLO Grid Sheet (see website).
* Ensure the recommendations of the DfE’s policy paper ‘Reducing Teacher Workload’ (2017) are informing practice (see links on Partnership website).
* Look through the student’s files to ensure that they are evaluating their own practice and the children’s learning. Students need to be considering the learning needs of *all* the children they are teaching including the highest attaining. Please comment on student’s files. The student will have a file checklist at the front of each file that the University Visiting Tutor will sign off during the interim visit.
* Before the interim and final assessment, please draft the SBT report, highlighting appropriate cells on the matrix and writing comments. This report will be discussed during the University Visiting Tutor’s visit(s) and the grades for each element agreed upon. Guidance can be found on page 4 of the SBT report. There is an example of a completed SBT report on the Primary Partnership website.
* Please alert the University Visiting Tutor if you have any concerns about the student you are supervising at any time during the placement.

# University Visiting Tutors: Supporting & assessing students during SBT

Each student is entitled to an allocation of tutor time (either 1.5 hours for PG1 and PG SD or 3 hours per placement for PGF and BA1, 2, 3 placements) and either one (PG1 and SD) or two visits (all other placements) from the University Visiting Tutor. University Visiting Tutors must as far as possible adhere to the allocated time and protocol so that each student receives their entitlement. Occasionally, particularly when there are difficult circumstances or issues that need to be resolved, tutors may need to spend more time with some students than others. This should be discussed and agreed with the Partnership team.

Initial contact with students:

* University Visiting Tutor/Student meeting. Where timetabling allows, for final placement students a meeting may be arranged to enable students and University Visiting Tutors to meet face-to-face prior to placement. The details below apply in addition to any initial meeting.
* Students’ email addresses are available on the spreadsheet sent by the Placements office and we ask that you make contact with your student(s) as soon as possible after allocation. Students will be given your email address and will also be asked to contact you.
* The student should send to you:
  + Name and email address of the class mentor
  + Year group of their base class
  + Letter of introduction to head teacher

The contextual analysis and initial targets for SBT are finalised during the first week of the placement.

* You should:
  + Introduce yourself fully to the student so that they have a sense of the person with whom they will be working during the placement. (There is a draft letter to students in the appendix, which you may wish to use/adapt.)
  + Suggest possible dates for your visit(s).
  + Contact the Class Mentor (using the draft letter in appendix 1 if you wish)
* Subsequently:
  + Check student has negotiated an appropriate timetable for teaching
  + Check that students are aware of and able to use Manchester Met Grading Criteria
  + Check the SBT Action Plan (targets doc) has been completed by the student by end of first week of placement
  + Confirm date for your visit(s) with the student AND school, one week prior to the visit, indicating to the school that this will be a joint observation and that the role of the visiting tutor is a QA role. The Class Mentor should be made aware that ideally they will be leading the feedback from the lesson observation and the sharing of the SBT report assessment.
  + Remind Class Mentor that the SBT report grading matrix should be highlighted to indicate student progress and formative comments added before the visit.

# SBT assessment points the role of the Mentors & University Visiting Tutor

The University Visiting Tutor will arrange a date for a visit to the school/setting and student. This visit, called the Interim visit, will take place during a three to four week window and may not necessarily fall within interim assessment week itself. The focus of the visit will therefore be amended according to its timing and will be discussed by the University Visiting Tutor and the Mentor prior to the visit. Please note, if there are concerns about the student’s progress it would be useful for the University Visiting Tutor’s visit to take place as close as possible to interim assessment point.

**All University Visiting Tutor interim visits will include:**

Observe student teaching for approx. 20 minutes from the start of the session – this should be a joint observation between the University Visiting Tutor and either the Class Mentor or Professional Mentor.

Discuss student performance in the lesson/session and agree targets for teaching (Class Mentor and University Visiting Tutor).

Review the student’s files, ensuring that the student has received written comments on session plans, evaluations, weekly reviews, record of weekly mentor meetings and Records of Lesson Observations (RoLOs) (University Visiting Tutor reviews, Mentor provides ongoing feedback)

Check student files contain all necessary documentation and sign the file contents list (University Visiting Tutor)

Discuss student files (Class Mentor/Professional Mentor & University Visiting Tutor). The Class Mentor will be checking and supporting the student’s ability to plan and assess throughout the placement.

Ensure RoLOs have realistic targets for development. RoLOs must provide evidence in relation to phonics, EAL and SEND and must also refer to **impact on learning.** (Professional Mentor & University Visiting Tutor)

Discuss student progress across the placement using Grading Criteria and placement requirements. Ensure that the student has observed and taught or has planned to teach at least one PE lesson and one SMSC session. Agree SMART targets for remainder of placement (Class Mentor & University Visiting Tutor) one of which needs to have an assessment focus.

Complete ‘QA & Interim Grades’ doc and send to the Placement Office (University Visiting Tutor), leaving copies with student and Class Mentor.

Class Mentor to lead, where possible, the lesson observation feedback and review of progress across placement with student using RoLOs and SBT Report. University Visiting Tutor to support and facilitate this discussion.

Class Mentor and University Visiting Tutor to review files with student. Ensure evaluation and assessment are key components of the discussion.

Class Mentor and University Visiting Tutor to discuss and agree strengths and targets with the student.

Leave copies of RoLO with student and school or email electronically as soon as possible.

Arrange Final visit (if scheduled for this placement) and ask school to have the Final Report drafted in preparation for this (University Visiting Tutor).

**Interim Assessment point**

Complete the Interim Report and grades by the specified date (Class Mentor &/or Professional Mentor in consultation with student.) Review grades with University Visiting Tutor.

*NB If there is a difference in opinion between the school mentors and University Visiting Tutors in assessments of the grades which is not resolved by a professional discussion, please assign the school’s grade and then notify the Partnership Team (as this may trigger a senior moderator visit).*

The Class /Professional Mentor should ensure the UVT has the grades for the interim assessment. The UVT will send these to the Placements Office (via the QA & Interim Grades doc). There is no need to email the interim report to the office.

**If student is placed At Risk of Failure arrange additional support visit and complete At Risk of Failure Pro forma** (University Visiting Tutor)(See the At Risk of Failure process).

If student is Grade 3 Requires Improvement - see RI process below.

**Final Report**

Use Grading Criteria, focused and generic lesson observations, Interim Report and draft of the Final Report to agree grades. Document grades and any significant detail about how the student has made progress over the placement or contributed to the life of the school. (Class Mentor/Professional Mentor, with University Visiting Tutor if this is a two-visit placement)

Final Reports are used to write the student’s reference so detail is necessary to give a full picture of significant elements of the student’s work.

Use the guidance page in the Report document to arrive at an overall grade for the placement.

The report must be discussed with the student, Class Mentor or Professional Mentor (and University Visiting Tutor if a final report visit takes place in this placement) in discussion with the student:

* + - Check that student has completed all required tasks relating to the placement.
    - Discuss Final Report, using Grading Criteria to support discussion.
    - Discuss with the student targets for future development. If this is a final placement, please ensure the student makes links to their NQT year and professional development targets.

The student and school complete the electronic evaluation of the placement.

The school/setting emails the report to the University Visiting Tutor, as it is their responsibility to quality assure the report and to forward it to the Placements Office.

**Where a student does not complete the placement (refer/defer or withdrawal), the University Visiting Tutor MUST contact the Placements Office to inform them of this as soon as the student leaves the placement.**

PLEASE NOTE: It is **not** impossible that student teachers may be graded at a Grade One, Outstanding. The final grade depends on the evidence and their performance against the Grading Criteria both at Interim and Final visits, nothing else.

# Guidance on arriving at a final grade for SBT

The grading is for each of the Teachers’ Standards and Part 2, Personal and Professional Conduct:

S1 Set high expectations which inspire, motivate and challenge pupils

S2 Promote good progress and outcomes by pupils

S3 Demonstrate good subject and curriculum knowledge

S4 Plan and teach well-structured lessons

S5 Adapt teaching to respond to the strengths and needs of all pupils

S6 Make accurate and productive use of assessment

S7 Manage behaviour effectively to ensure a good and safe learning environment

S8 Fulfil wider professional responsibilities

Part 2: Personal and Professional Conduct

**Grade 1 Profile student**:

5 or more Grade 1s

**Grade 2 Profile student**:

5 or more Grade 2s

**Grade 3 Profile student:**

5 or more Grade 3s

**Fail Profile Student:**

Grade 4 in **ONE** or more of Standards 1 to 8 and Part 2

In a situation where a student has a varied profile across the grades, a professional discussion will inform and determine the overall outcome.

Please note – **there can be NO split grades.** Please ensure matrix is highlighted to reflect progress and areas for development. This can be done on an ongoing basis, during the weekly review meetings with the student.

**Grades will be moderated, reviewed by external examiners and finalised by the exam board. Grades are therefore subject to change until the board of examiners has met at the end of the academic year.**



# Early Intervention and the Early Intervention Record

Early Intervention may take place -

* If a school contacts the University Visiting Tutor (or the placements office) with a concern
* If a student contacts the University Visiting Tutor with a concern
* If the Programme Leaders or Partnership Team request Early Intervention (for example, if a school is new to Partnership, a student is late placed or a student’s circumstances may impact on the placement)

It is important that the early intervention is agreed by the Partnership Team and recorded on the record form (see appendices).

The intervention may take the form of a phone call or a visit (this is determined by the nature of the issue/concern and in consultation with the Partnership team) and must result in clear actions and targets to address the issue or concern.

# The Requires Improvement (Grade 3) process

At the Interim assessment point a student may be assessed at Grade 3 Requires Improvement **ON TRACK** or Grade 3 Requires Improvement **NEEDS SUPPORT** (this is indicated on page 1 of the SBT Report). No separate action plan is necessary for RI On Track – the targets on the interim report should be ‘SMART’ enough to drive progress. If a student is assessed as RI Needs Support, student and mentor complete the SBT Action Plan proforma (from website).

For RI Needs Support:

* The University Visiting Tutor and Class Mentor must discuss and agree the specific concerns about the student’s progress in relation to the Teachers’ Standards and must identify appropriate steps that need to be taken so that the student can make progress towards grade 2.
* The Class Mentor and student complete the SBT Action Plan together. Ensure that the student understands the steps they need to make to improve.
* It may be necessary to prioritise the concerns and in some cases there may be too many for a student to take on all at once. For example, if a student requires improvement with planning and teaching, it might be best for the focus to be on these aspects rather than on assessment.
* The action plan must make clear to the student *exactly* what the weaker areas of practice are, what the student needs to do to address them and what progress will look like. *It is essential that the issues identified in RoLOs are reflected in the Grade 3 RI action plan and vice versa.*
* The student’s subsequent action plan and the weekly review and reflection meetings need to be based on the targets set out in the RI Needs Support Action Plan.
* The University Visiting Tutor must confirm the Class Mentor understands the need to ensure that subsequent RoLOs must include written feedback about the targets in the RI Needs Support Action Plan
* The University Visiting Tutor is responsible for ensuring that the RI Needs Support action plan and the ‘QA & Interim Grades’ document are sent to the Placements Office.
* The University Visiting Tutor must contact the Class Mentor/ Professional Mentor to check on progress being made with the action plan approximately one week after the interim assessment point.
* If at this point the student has not made expected progress to address their identified targets and move towards a ‘good’/grade 2 judgement, they could be placed At Risk of Failure. The action plan will be changed from RI to an ARoF proforma and student and class mentor will sign this to signal the change.

# The At Risk of Failure Process

In a very few cases a student may be judged to be at risk of failure. The process should be followed carefully.

At the Interim Report stage an At Risk of Failure pro forma should be completed in the case of any student who is failing (graded a 4) in anyone of the Standards. Students can be placed At Risk of Failure **after** the Interim Report stage if they are deemed not to be making sufficient progress towards the Requires Improvement targets set out on their RI Needs Support action plan. A student can also be placed At Risk of Failure if they are not meeting Part 2 of the Standards, even if they are deemed to be making good progress in Part 1 of the Standards.

It is important to remember the following:

* It is not good practice for the decision of ‘at risk of failure’ to come as a surprise to the student; feedback and discussion given prior to the Interim visit should have indicated to the student that there were serious concerns
* It is essential that the student has a copy of the report, which indicates clearly why they are at risk of failure and in which areas.
* There must be a **clear audit trail** of RoLOs which provide evidence that areas of concern have been identified, targets have been set and have been carefully monitored
* The Class Mentor/Professional Mentor should have used the Grading Criteria prior to the Interim Visit so that they are able to support and explain their ‘at risk of failure’ decision.
* The University Visiting Tutor should carry out their interim visit as close as possible to Interim Assessment point.

During the interim visit, the University Visiting Tutor will complete a RoLO.

In the case of a student who is at risk of failure:

* The RoLO completed by the University Visiting Tutor should contribute to the audit trail that supports and explains the decision of ‘at risk of failure’. (There is no need for the University Visiting Tutor to include targets on their RoLO because these will be contained in the At Risk of Failure pro forma itself.)

**The Interim Assessment point: Completing the At Risk of Failure Pro-forma**

* The University Visiting Tutor and Class Mentor/Professional Mentor must discuss and agree the specific concerns about the student’s progress in relation to the Teachers’ Standards and must identify appropriate steps that need to be taken so that the student can make progress.
* The University Visiting Tutor must complete with the Class Mentor the At Risk of Failure pro forma, which is shared with student.
* It may be necessary to prioritise the concerns and in some cases, there may be too many for a student to take on all at once. For example, if a student is still struggling with planning and teaching, it might be best for the focus to be on these aspects rather than on assessment.
* The At Risk of Failure pro forma must make clear to the student *exactly* what the concerns are, what the student needs to do to address them, the timeframe these should be achieved/addressed in and what progress will look like. *It is essential that the issues identified in RoLOs are reflected in the At Risk* *of Failure pro forma and vice versa.*
* Subsequent RoLOs must include written feedback about the targets in the Requires Improvement pro forma
* The University Visiting Tutor is responsible for ensuring that the At Risk of Failure pro forma, the University Visiting Tutor’s RoLO and the ‘QA & Interim Grades’ document are sent to the Placements Office, and the Partnership Coordinator responsible for the placement, within two working days so that they can be passed on to the Moderating Tutor.

**Carrying out the Support Visit**

All students who have been assessed as ‘At Risk of Failure’ are entitled to an additional support visit by a University Visiting Tutor. This visit must take place before the Senior Moderation visit. By the end of the support visit, it is important that the student fully understands whether or not they have made progress and what they need to do next in order to be successful.

**During the support visit, the University Visiting Tutor must:**

* Complete a RoLO and comment on progress towards identified targets.
* Adjust/refocus/add to targets where appropriate
* Check the student’s SBT files
* Discuss the student’s progress with the Professional Mentor/Class Mentor and the student

**After the support visit the University Visiting Tutor must:**

* Send the completed RoLO to the Placements Office. If a lesson observation was not deemed to be appropriate, then notes of the discussions should be taken and forwarded as above.
* Be prepared to discuss the student’s progress and any adjustments that have been made to the student’s targets with the Moderating Tutor.

# The Moderating Tutor Visit (also known as Senior Moderator visit)

The Moderating Tutor has an important role in monitoring the quality of school-based training within the primary programmes.

The role of the Moderating Tutor is to:

* monitor the quality of support for students in school
* monitor the consistency of assessment of school based training
* contribute to the assessment of SBT
* report to exam boards
* contribute to the evaluation of the SBT process

A senior moderator will visit all students placed at risk of failure, either in the penultimate week of the placement or jointly with the University Visiting Tutor’s Final Report visit, depending on the circumstances at the time. Moderators are allocated to students by the Placement Team and are supplied with electronic copies of all paperwork.

**The Moderating Tutor will:**

* Liaise with the University Visiting Tutor to discuss the student concerned
* Contact the school and arrange an appropriate time for their visit, ensuring that the Class Mentor and/or the Professional Mentor and student know the agreed time
* Carry out a school visit and:

1. Observe part of the student’s lesson
2. Review the student’s SBT files
3. Discuss the student’s progress with the student making reference to RoLOs, the grading criteria and the At Risk of Failure pro forma
4. Discuss the student’s progress with the Class Mentor/Professional Mentor
5. Complete a Moderation report form making a clear recommendation as to whether the student continues to be At Risk of Failure or should pass provided progress is sustained. Alternatively, the Moderating Tutor may recommend a Defer but must provide a clear rationale for this decision.

**Please note that the role of the Moderating Tutor is to make a *recommendation.* The responsibility for the final report grade/outcome still rests with the school and University Visiting Tutor and the overall decision of Pass or Fail is made by the University Board of Examiners.**

* Following the visit, the Moderating Tutor will send/take the Moderation report to the Placements office and email the office, University Visiting Tutor and the appropriate Partnership Coordinator summarising the outcome of their visit. A copy of the report should also be provided for the school and the student.
* If possible, the Moderating Tutor will attend the assessment board to contribute to the discussion about the student or alternatively will ensure that the appropriate Partnership Coordinator is appropriately briefed in advance.

**The Final Report Visit to ‘At Risk of Failure’ students**

All students who are placed At Risk of Failure, regardless of the final outcome, must be provided with a Final Report. The report should be completed in the normal way by the school and University Visiting Tutors, using the Grading Criteria as the point of reference. The visit will include discussion with the student who must be left clear about their progress and the rationale for the final decision. It is essential therefore that this report conveys an accurate picture of the student’s attainments, areas for improvement and provides clear targets.

All students who have been placed At Risk of Failure will have a Progress Review when they return to university.

Important points for Mentors and University Visiting Tutors to note:

1. If there is any doubt about whether a student’s progress is satisfactory then they should be placed ‘At Risk’ in order to ensure that they receive the support to which they are entitled. Please contact the University Visiting Tutor by telephone as soon as you have any concerns.
2. The student must have time to work on the set targets before the end of the placement. Normally late judgements to put a Student ‘At Risk’ are not acceptable within the University Regulations.
3. In order to ensure that sufficient time is available for this process to take place, the Interim Report must be received by the Programme Office by the date specified in the handbook.
4. Students who fail a placement are required to pay a resit fee (which this year has been set at £330). Please note that if students have a deferred placement and re-take it in autumn term 2018 as if for first time, they may also have to pay the re-sit fee. This happens in instances where the student has started a placement with a school/setting then deferred. The student will only have **one** opportunity to resit a placement.

# Summary of Roles and Responsibilities for School Based Training

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Class Mentors** | **Professional Mentors** | **University Visiting Tutors** |
| **Preparation period** | * Provide access to information on all school policies * Negotiate a timetable with the student to include Teaching time and Professional Development time * Provide opportunities for the student to observe and discuss your planning and teaching * Allocate time for planning and discussion with the student * Allocate time weekly to discuss the student’s progress and targets, recorded on the Weekly Review & Reflection form * Ensure the student has planned opportunities to complete requirements in the Early Reading Training and Professional Guide (Phonics Handbook) and the Teaching Numeracy Training and Professional Guide | * Organise induction into the school. * Ensure an appropriate timetable is established * Support the student in organising visits to other classes and, where possible, other settings * Allocate time for discussion with the student to include the Induction Handbook, Professional Development time, the placement handbook and school-based tasks * Ensure the school-based training programme for the students is established * Discuss with the student the school’s approach to curriculum delivery. | * Respond to student contact email, ensuring relevant contact details are in place and students are clear about requirements of the placement * Arrange interim visit, following agreed protocols |
| **Up to Interim Report** | * Read and comment in the student’s school files * Help the student to identify targets for development during the placement * Monitor the student’s completion of tasks and placement requirements * Ensure the student has the opportunity to plan and teach Core subjects, Computing and Foundation subjects or equivalent Areas of Learning in the Foundation Stage. * Discuss purposes and means of assessment and assist the student in the development of their own strategies. * Observe the student teach groups and whole class and write weekly focused records of lesson observation (RoLOs). Give the student verbal and written feedback * Review student progress against the Standards on a fortnightly basis, referring to the Grading Criteria and ensuring the student completes the Weekly Review & Reflection record * Prepare the Interim Report * Share interim report with student and set targets * Share interim report with UVT | * + - * Read and comment in the student’s school files, especially assessments and evaluations       * Help the student to identify targets for development during the placement.       * Observe the student teach prior to the Interim Assessment, give written and verbal feedback on their teaching.       * Monitor the student’s preparation for completion of tasks. * Together with the Class Mentor, discuss the Interim Report prior to the visit by the University Visiting Tutor. * Talk to the student about their progress in meeting the Standards using the Grading Criteria and set appropriate SMART targets. * If there are any concerns about the student, the professional mentor should be asked to observe and, together with the Class Mentor, discuss these with the student. * If there are still concerns that the student may not be satisfactory at the Interim stage, contact the University Visiting Tutor * If student is At Risk of Failure consult with University Visiting Tutor and Class Mentor, use the grading criteria to make a shared judgement of unsatisfactory and therefore ‘At risk of Failure’ at the Interim Assessment visit. The student must be informed and areas of concern identified * Complete the ‘At Risk’ proforma | * Contact the school to check the student’s progress and confirm the Interim visit. * Monitor the student’s progress in relation to the Standards through a joint observation with the class / professional mentor. * Discuss the student’s progress with the class mentor and agree on whether the student is Requires Improvement or At Risk of Failure. Set appropriate targets * Review and comment upon the student’s files * Support the class mentor in feeding back to the student * Discuss progress with the student * If a student is considered At Risk of Failure ensure this is stated clearly * If student At Risk of Failure, arrange additional support visit * Quality Assure the Interim Report * Arrange the date and time of the next visit. * Email the QA & Interim Grades document to the Placements Office and leave copies with Class Mentor/Professional Mentor and student |
| **From Interim to Final Report** | * Continue weekly RoLOs and reviews of progress * Continue to comment in student’s files | * Discuss targets the student has set for the second half of the placement * Monitor the Training Programme | * Additional support visit to students At Risk of Failure, to include a lesson observation and RoLO |
| **Final report** | * Prior to the visit by the University Visiting Tutor prepare Final Report with input from the student and professional mentor where appropriate and usingthe Grading Criteria * Confirm Final Report content and final grading with the University Visiting Tutor * Provide comment and examples on the report to reflect the student’s individual achievements * Complete the School-Based Training Evaluation on-line | * Ensure the school-based training programme is being delivered * Monitor the student’s progress on a weekly basis and set appropriate SMART targets. Use the Grading Criteria to inform the feedback * Discuss any issues with the student and the Class Mentor * Support the Class Mentor in writing the Final Report * Discuss the Final Report with the University Visiting Tutor, Class Mentor and student | Final report visit for BA1, BA2, BA3 & PGF   * Discuss the student’s progress with Class/Professional Mentor and student using the Grading Criteria. (Ensure that the teaching competencies for the students are graded and the overall assessment is Pass/Fail) * Review and comment on the student’s School Based Training Files * Check the student has completed their tasks * Monitor the quality of the student’s school-based training * QA the Final Report * Email the Final Report to the Placements Office by the set date |



Thank you for your role in supporting and educating the next generation of teachers.

**Appendices**

# Appendix 1 University Tutor Letter to Class Mentor



Faculty and Campus Student and Academic Services

Date

Dear Class Mentor,

**BA (Hons) Primary Education Year 3 School Based Training 2017/18** (adapt for placement)

I am writing to you to introduce myself as the University Visiting Tutor for your BA Year 3 student. I would like to provide you with contact details and to thank you for your time and support.

If you have any concerns about the student, or would like some advice then please do not hesitate to contact me. My details are as follows:

Email:

Telephone number(s):

I am looking forward to meeting with you during the Interim visit. I am hoping to visit during the morning of \_\_\_\_\_\_\_\_\_\_ if this is convenient for you.

We will observe a part of name of student lesson together and discuss her progress. May I ask that the Interim Report is drafted (or completed) electronically before my visit? (adapt for timing of your visit) We will add to and grade the report together following our discussions. Below is a summary of events for the interim and final report points.

Please let me know as soon as possible, if the proposed visit time is inconvenient, or if there are any problems. I do understand that this is a busy time in school.

I look forward to meeting you.

Yours faithfully,

Name

Role

**Information for Class Mentors/Professional Mentors** to accompany the University Visiting Tutor letter to schools

*Interim Assessment point*

Ensure that student files are up to date and meet the requirements as set out in the handbook. Class Mentors/Professional Mentors complete interim reports in time for the interim review. Discussions and observations can occur in any order, particularly where there may be more than one student in a school (e.g. where two students are based in one school, the observations may take place adjacent to one another followed by the discussions afterwards). Have a timetable ready for the University Visiting Tutor so it is clear where the tutor should be and when.

Example schedule:

* 20-30 minutes joint observation (with Class Mentor and/ or Professional Mentor) of any part of a lesson
* 20 minutes to discuss the interim report that the school has prepared and to establish grades using the grading criteria
* 20 minutes to discuss files, progress and grading criteria with student
* 20 minutes to support the Class/ Professional Mentor in feeding back the observation and report to student

*Final Report point*

Ensure that student’s files are up to date and meet the requirements as set out in the handbook. Class Mentors/Professional Mentors complete final reports in time for the final review. There is no requirement for tutors to carry out an observation at this review. Have a timetable ready for the University Visiting Tutor so it is clear where the tutor should be and when.

Example schedule:

* 30 minutes to discuss files, progress and grading criteria with student
* 30 minutes to discuss the final report that the school has prepared and to establish grades using the grading criteria (Class Mentor/Professional Mentor and University Visiting Tutor)
* 20 minutes to support the Class/ Professional Mentor in feeding back the report to student

# Appendix 2 University Tutor Letter to student



Faculty and Campus Student and Academic Services

Date

Dear \_\_\_\_\_\_\_\_\_\_\_,

**BA (Hons) Primary Education Year 3 School Based Training 2017/18**

I am your University Visiting Tutor for your placement and I am looking forward to working with you.

My contact details are as follows:

Email:

Telephone number(s):

Please email to me the name of your class mentor, their email address and the year group that you are based in. You also need to send to me a copy of your letter to the head teacher. Your SBT targets and the initial part of your contextual analysis will be finalised by the end of your first week of placement, at the Weekly Review & Reflection meeting with your mentor.

When I make the Interim visit, I will expect your files to be organised as recommended in the School Based Training Handbook and maintained to a high standard. Lesson plans should show evidence of differentiation and opportunities for assessment. You must be engaging in evaluation, evaluating and providing evidence of your impact on children’s learning.

Please ensure that you use the grading criteria, at least fortnightly with your Class Mentor, to identify strengths and areas for development. Record your weekly meetings with your Class or Professional Mentor on the ‘Weekly Review & Reflection’ form. We will discuss these recrods at the interim visit and we will also review progress against your School Based Training targets.

I plan to visit your school on: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

I will watch part of your lesson with your Class Mentor. We will discuss your progress and the interim assessment process and feed back to you whilst I am in school.

Please pass the attached letter to your Class Mentor and let me know as soon as possible if the date or time of the interim visit is inconvenient.

If you or your Class Mentor have any concerns or would like some advice then please do not hesitate to contact me.

I hope you enjoy your placement and look forward to seeing you in school.

Yours sincerely,

Elaine

University Visiting Tutor’s role to be inserted

# Appendix 3 Quality Assurance and Interim Grades

|  |
| --- |
| **Quality Assurance and Interim Grades** |

**Name of student: BA (1) (2) (3) PG1 PGF PGSD** *please indicate*

**School:**

**Name of UVT: Date:**

**Please tick that each of the requirements below have been met at the interim visit**

|  |  |  |  |
| --- | --- | --- | --- |
| Joint observation with Class/ Professional Mentor/Other |  | Discussion with Class/ Professional Mentor |  |
| Discussion of SBT files |  | Discussion with student |  |

|  |
| --- |
| **OVERALL CONFIRMATION OF STUDENT PROGRESS** |

From the evidence gathered above, the student is makingprogress

in relation to the Teachers’ Standards and the requirements of this placement **YES / NO**

If the student is not making expected progress, **‘At Risk of Failure’** or **‘Requires Improvement-Needs Support’** hasbeen highlighted on the front of the report and an action plan been completed and given to the student?

**YES / NO**

|  |  |  |  |
| --- | --- | --- | --- |
| **Completion of the Interim Report -** |  | **Student Entitlement from Class/Professional Mentor** | |
| Matrices for each standard have been shaded | Yes/No | SBT files are being engaged with and reviewed regularly (by school-based mentors) | Yes/No |
| Grades have been given for each standard | Yes/No | Weekly lesson observations are taking place and targets are being set by the Class/Professional Mentor | Yes/No |
| A target has been set for each standard | Yes/No | The student is receiving regular **verbal feedback** | Yes/No |
| Report has been/will be discussed with student by Friday of Interim Week | Yes/No | The student is receiving regular **written feedback** using the RoLO | Yes/No |
| **Interim Report Grades for each standard** |  | The student is receiving feedback on their subject knowledge | Yes/No |
| S1 Set high expectations which inspire, motivate and challenge pupils |  | The student has the opportunity to deliver phonics sessions and complete related tasks (*where appropriate)* | Yes/No |
| S2 Promote good progress and outcomes by pupils |  | The student is engaging with the tasks required for the placement (eg Phonics/Mathematics/Behaviour) | Yes/No |
| S3 Demonstrate good subject and curriculum knowledge |  | The student’s progress is being reviewedregularly **(using the Weekly Review and Reflection - including grading criteria)** | Yes/No |
| S4 Plan and teach well-structured lessons |  | The school is providing support for the student to enable them to succeed | Yes/No |
| S5 Adapt teaching to respond to the strengths and needs of all pupils |  | The student will be given the opportunity to plan and deliver at least one PE session | Yes/No |
| S6 Make accurate and productive use of assessment |  | The student will be given the opportunity to plan and deliver at least one session based on SMSC | Yes/No |
| S7 Manage behaviour effectively to ensure a good and safe learning environment |  | The Class/Professional Mentor has accessed MMU training prior to the placement (Please specify where or if online) | Yes/No |
| S8 Fulfil wider professional responsibilities |  |
| Part 2: Personal and Professional conduct |  |
| **Overall Recommended Outcome at Interim Review Point:** | | |  |
| Outstanding Pass (O), Good Pass (G), Pass Requires Improvement (RI)  **please specify if student is ‘RI on track’ or ‘RI needs support’**,  At Risk of Failure (ARoF) | | |

University Visiting Tutor – please give copies to CM/PM & student and send this document to the Placements Office [primaryplacements@mmu.ac.uk](mailto:primaryplacements@mmu.ac.uk) Do NOT send the Interim Report to the office. Only FINAL Report to be sent to the placements office

# Appendix 4 Early Intervention Record

**PRIMARY PROGRAMMES**

**SCHOOL BASED TRAINING**

**Early Intervention Record 2017-18**

This record will be completed by the University Visiting Tutor for any student when the class mentor, student or professional mentor has contacted the university with concerns prior to the Interim Report *or* to record any additional support and/or intervention by the University Visiting Tutor.

Name: Programme: BA1 BA2 BA3 PG1 PGF PGSD

School: Class Mentor:

Professional Mentor:

University Visiting Tutor:

Nature of the concern

(linked to the QTS Standards/expectations of the placement where appropriate)

Record of Intervention (phone call, visit – a visit should only be arranged after consultation with Partnership Team)

Agreed targets and review dates

Date:

Signatures as appropriate:

Please email a copy of this form to the Placements Office [primaryplacements@mmu.ac.uk](mailto:primaryplacements@mmu.ac.uk)

# Appendix 5 From observing to reporting

The diagram below sets out the process of assessing and **supporting** students’ progress from observation through intervention to reporting. The main features are the observations of lessons, considering the full range of evidence, and the impact of students’ teaching on pupil progress and learning over time, weekly meetings and the training plan leading to interim and final reports. Students, mentors and university/partnership tutors all have significant roles.

**Observation(s) of lessons with the full range of evidence**

**Identify and celebrate the student’s successes and any issues related to well-being**

**Identify evidence of pupil progress and learning over time (Discussion/meeting)**

**What difference has the teaching made? Why? (Discussion/meeting)**

**Identify areas of strength and areas for development for the student (Discussion/meeting)**

**Map strengths and areas for development to the Teachers’ Standards and the grading criteria (Weekly meeting- student and mentor)**

**Review and identify short and longer term targets (Student and mentor)**

**Identify related weekly training and actions (Student and mentor)**

**Log the training and its impact each week (Student, checked by the mentor and University Visiting Tutor)**

**Over each placement, student provides evidence of his/her progress against the Teachers’ Standards, supported by the mentor and University Visiting Tutor**

**Directly informs grades against the Teachers’ Standards and interim/final reports (Student, mentor and University Visiting Tutor)**

*Adapted from NASBTT: Training and Assessment Toolkit* (April 2015)

# Appendix 6 Extract from Primary Partnership Memorandum of Understanding

**Schedule ONE**

**ROLES AND RESPONSIBILITIES OF MENTORS IN A PARTNERSHIP SCHOOL**

A school in partnership with the Faculty of Education will be called a Partnership School if it identifies a **Professional Mentor** to oversee school based programmes and **Class Mentors** in specified age phases.

*The Professional Mentor will, after preparation and training, assume responsibility for all ITE matters in the school/service and for liaison/communication with the Faculty of Education including a substantial responsibility for the quality assurance of the training provided by the school. (S)he will also be responsible for keeping the Senior Management Team of the school informed about the progress of the ITE programme.*

**In respect of the team of Class Mentors, the Professional Mentor will:**

* each year, when requested, identify for the Faculty of Education the age phases in which placements will be offered in the next academic year;
* identify and support Class Mentors and their training needs, ensuring they are adequately prepared before receiving Trainee Teachers;
* monitor the training requirements of individual Class Mentors and ensure they continue to meet the training entitlement of all Trainee Teachers;
* on an annual basis, agree with the SMT of the school, subject colleagues and the Professional Mentor, the number of placements to be offered;
* provide an effective communication link between the Faculty of Education and University Visiting Tutors;
* monitor adherence to school ITE policy and the consistency of provision for Trainee Teachers.

**In respect of the Trainee Teachers’ entitlement, the Professional Mentor will:**

* identify and support Class Mentors and their training needs, ensuring they are adequately prepared before receiving Trainee Teachers;
* monitor the training requirements of individual Class Mentors and ensure they continue to meet the training entitlement of all Trainee Teachers;
* provide a school based training programme of professional studies and ensure that arrangements data and information are available for Trainee Teachers to carry out prescribed school based training activities and prepare for assignments;
* monitor the Trainee Teachers’ School Experience Files;
* monitor the progress of individual Trainee Teachers, carry out observations of classroom teaching, provide oral and written feedback, and carry out meetings with individuals to review their professional development, setting targets for future developments;
* record the development in a written summative report.
* complete and submit the Quality Development Document on behalf of the school.

*The Class Mentor, after preparation and training, will assume responsibility for ITE matters within the age phase / class and for liaison/communication with the Professional Mentor and the visiting University Visiting Tutor.*

We also strongly encourage Professional Mentors in our Partnership Schools to become involved in the activities described below as they contribute to continuing development and improvement of the student placement experience and indeed the whole experience of their programme:

* sharing and comparing ITE practices with other schools in a Cluster;
* communicating with the Faculty of Education and within the school on contemporary developments in ITE;
* communicating with the wider community and wider workforce (e.g. parents, governors, teaching assistants);
* through the PPSG, contributing to the ongoing development of partnership policy, and influencing the design of partnership programmes;
* attending and/or contributing to Cluster based activities in the training of mentors and Trainee Teachers;
* developing quality assurance procedures with the Partnership Tutor and with other schools in the Cluster;
* breaking down barriers to the promotion of school based ITE.

**In respect of the team of class teachers the Class Mentor will:**

* ensure that colleagues are adequately prepared to receive and nurture Trainee Teachers and understand their training needs;
* agree to undertake any necessary training.
* Complete and submit evaluations as appropriate.

**In respect of the Trainee Teachers’ entitlement the Class Mentor will:**

Respect the rights of Trainee Teachers as fellow professionals and offer personal and professional support;

Acting in a training role:

* undertake the appropriate training to discharge their role effectively;
* provide a role model of good practice and opportunities for the Trainee Teachers to experience a variety of teaching styles,
* provide information on policies and practice,
* construct a timetable of teaching taking into account the Trainee Teachers’ individual needs,
* provide tutorials as detailed in the Programme / Placement Guides and ensure that information is available for Trainee Teachers to carry out prescribed school based training activities and prepare for assignments,
* monitor the Trainee Teachers’ School Experience Files.

acting in an evaluative and assessing role:

* monitor the progress of individual Trainee Teachers and support development towards targets set,
* carry out observations of teaching and provide constructive oral and written feedback,
* hold meetings with individual Trainee Teachers to review their professional development as subject teachers and agree targets,
* record the development in a written summative report which will be given to the Professional Mentor.

**In respect of professional development the Class Mentor will:**

* be expected to engage in the training activities identified for Class Mentors by the Partnership;
* be expected to take advantage of partnership opportunities for professional development, and to share and compare ITE practices with other mentors in ongoing training events.

**ROLES AND RESPONSIBILITIES OF UNIVERSITY VISITING TUTORS**

**Role of the Faculty of Education Tutor**

University Visiting Tutors are likely to be personal tutors, moderator, CPD provider/researcher, assessor and colleague working alongside teachers and trainee teachers in school. In addition, some will take on the role of **Partnership Tutor** for a cluster of schools. This role will be significant for communications between schools and University. The Partnership Tutor will act as the main point of contact for the Professional Mentor and provide the necessary support and guidance on matters of Partnership policy and practice.

**Roles and Responsibilities of the Partnership Tutor**

* Develop and maintain communication systems across the cluster and within the Faculty of Education,
* Liaise with Professional Mentors at Conferences, and other meetings to contribute to the management and development of the Partnership,
* Monitor quality and consistency of trainee teachers’ experience
* Attend Partnership Tutor meetings,
* Assist schools where necessary in further programmes of Mentor preparation,
* Support the Professional Mentor in ensuring whole school commitment to ITE,
* Encourage schools and colleges to extend the Partnership into areas of Continuing Professional Development and Research/Educational Enquiry.
* To engage in professional dialogue with schools in relation to the evidence provided and to award a level of Quality Development to each school within their clusters.

**Roles and Responsibilities of the University Visiting Tutor**

* interview and select trainee teachers in conjunction with school mentors,
* attend programme board meetings to ensure the development and coherence of the programme,
* engage in professional links and dialogue with schools and trainee teachers (during school-based experiences),
* devise, deliver and evaluate the academic requirements of the taught elements of the programme,
* offer trainee teachers a broad view of teaching and learning across a variety of contexts and provide a model of a variety of teaching and learning styles,
* engage in professional discussion with trainee teachers and help them develop the qualities of reflection, to apply then to their own practice and to develop a personal, principled framework for their teaching,
* offer feedback and support within the school classroom during monitoring and moderating visits as outlined in the trainee entitlement statement,
* monitor trainee engagement with school based training activities, mark assignment and offer feedback and support,
* moderate decisions about trainee teachers’ demonstration of the teaching strands of the Standards, and act in the role of Senior Moderator to ensure fair and consistent application of placement assessments across subjects and across the range of schools within the cluster.
* when appropriate, liaise with mentors and ensure recourse to the At Risk of Failing procedure is made promptly
* engage in the preparation, support and development of Mentors, and to liaise with the relevant Partnership Tutor regarding training needs of Mentors;
* monitor the quality of support and training across schools, and to inform Partnership Tutors of examples of good practice, or of concerns relating to the trainees’ placement experience.
* maintain an overview of current developments within and beyond Primary teacher education regionally and nationally,
* monitor trainee teachers’ progress across all elements of the programme and help them set targets.

In addition to this the personal tutor will;

* Counsel and support trainee teachers on programme and non-programme related issues (including recommending referral to other agencies inside or outside the University),
* Attend and participate in the Board of Examiners’ meetings,
* Compile references.
* To study the programme handbook in order to

- be aware of the expectations described in the Faculty Code of Conduct for Trainees on programmes of Initial Teacher Training,

- become familiar with the Standards and the programme outcomes by the end of the programme,

- be aware of the roles of the Class Mentor, the Professional Mentor, the Class Teacher and the University Visiting Tutor and Partnership Tutor,

- prepare for events scheduled in the calendar e.g. reviews, university sessions, school-based work.

* To complete all necessary documentation

**-** attend all University sessions and inform the appropriate personnel in cases of non-attendance according to given procedures,

- pursue all the outcomes of the Programme including the Standards for QTS,

- develop and maintain subject knowledge and understanding including ICT,

- be part of a tutor group with an assigned personal tutor,

- engage with and complete all school based training activities and assignments to meet necessary deadlines,

- consult a wide range of relevant literature and be aware of current developments in education in general and in teaching of the age phase,

**-** consider particular contexts for professional practice and critically evaluate them, examine and evaluate performance in a specific context in the light of knowledge of other contexts.

* When in school under the guidance of Professional and Class Mentors;

- maintain school management procedures which operate across whole school, departmental and pastoral systems,

- manage the learning experiences of pupils,

- become familiar with the ethos of the school, its practices and procedures,

- conform to appropriate professional standards of dress, conduct and attendance,

- demonstrate professional commitment and attitude

- develop and contribute to effective working relationship with mentors and class teachers

- observe and analyse features of good practice and a variety of teaching styles,

- follow an agreed planned programme of gradualist experiences from working aide to full class teaching,

- engage in professional dialogue with colleagues,

- engage in feedback sessions with mentors in a constructive way,

- attend the schedule of tutorials with Professional and Class Mentor and carry out the preparatory tasks specified by the programme guide setting weekly targets,

- prepare for teaching in accordance with the instructions specified by the programme guide which contains plans for teaching,

- write a weekly evaluation of professional development,

- assist as a class teacher and become familiar with pastoral systems and policies of the school,

- where appropriate, become involved in activities beyond the classroom,

- when appropriate attend and, with guidance, contribute to Parents’ evenings,

- keep a record of evidence to demonstrate progress towards meeting the programme outcomes,

- engage in the regular scheduled monitoring and evaluation of the programme.

# Appendix 7 National Standards for school-based initial teacher training (ITT) mentors, July 2016

**Standard 1 - Personal qualities**

**Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training**

**The mentor should:**

• 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; and

• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.

**Standard 2 – Teaching**

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

**The mentor should:**

• 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 with marking and assessment of pupil work through moderation or double marking;

• give constructive, clear and timely feedback on lesson observations;

• broker opportunities to observe best practice;

• support the trainee in accessing expert subject and pedagogical knowledge;

• resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;

• enable and encourage the trainee to evaluate and improve their teaching; and

• enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

**Standard 3 – Professionalism**

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

**The mentor should:**

• encourage the trainee to participate in the life of the school and understand its role within the wider community;

• support the trainee in developing the highest standards of professional and personal conduct;

• support the trainee in promoting equality and diversity;

• ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and

• support the trainee to develop skills to manage time effectively.

**Standard 4 – Self-development and working in partnership**

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships.**

**The mentor should:**

• ensure consistency by working with other mentors and partners to moderate judgements; and

• continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.