

## National Mentor Standards

### *What do they mean for me?*

Firstly, we would like to say an enormous thank you to all of our mentors who work tirelessly to support the Northumbria University trainees whilst on placement in school. We often receive positive reports from the trainees and Link Tutors about the high quality of the mentors within our schools.

The National Standards for ITT (Initial Teacher Training) mentors were published in July 2016.

They aim to:

- a. Foster greater consistency in the practice of mentors
- b. Raise the profile of mentoring and provide a framework for development
- c. Contribute towards a culture of coaching and mentoring in schools, for trainees and beyond the training period

Mentors play a central role in encouraging trainees and supporting their development and progress by drawing on a wide range of experiences, strategies and techniques to support trainees in meeting the Teachers’ Standards. Schools also have a role to play in supporting both mentors and trainees by creating and fostering a positive environment in which mentors and trainees are able to fulfil their professional expectations

It is likely that OFSTED will have regard for these standards when inspecting ITT providers.

The standards cover four separate but related areas:

Standard	What it means to me
<p><b>1. Personal Qualities</b></p> <ul style="list-style-type: none"> <li>• be approachable, make time for the trainee, and prioritise meetings and discussions with them;</li> <li>• use a range of effective interpersonal skills to respond to the needs of the trainee;</li> <li>• offer support with integrity, honesty and respect;</li> <li>• use appropriate challenge to encourage the trainee to reflect on their practice; and</li> <li>• support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment</li> </ul>	<p>Consider each bullet point in terms of yourself and your skills, qualities.            Use feedback from the University to identify any possible areas for development            Consider how frequently you model practice;            Consider others within the school who could model exemplary practice.</p>
<p><b>2. Teaching</b></p> <ul style="list-style-type: none"> <li>• support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;</li> <li>• support the trainee in developing effective approaches to planning, teaching and assessment;</li> <li>• support the trainee with marking and assessment of pupil work through moderation or double marking;</li> <li>• give constructive, clear and timely feedback on lesson observations;</li> <li>• broker opportunities to observe best practice;</li> <li>• support the trainee in accessing expert subject and pedagogical knowledge;</li> <li>• resolve in-school issues on the trainee’s behalf where they</li> </ul>	<p>Demonstrate and discuss strategies and approaches. Mark work together talking about why you mark as you do and the links to the next day’s planning. Moderate a week’s worth of work identifying where specific children will need to develop. Identify in weekly review what target areas could involve the trainee talking to/observing other members of staff            Avoid feedback that just tells a trainee what to do – get training on giving effective feedback            Share with the trainee any recent specific training you have had</p>

<p>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.</p>	<p>Review with the trainee university based information to support their reflection</p>
<p><b>3. Professionalism</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Ensure the trainee is aware of clubs and events during their placement. Encourage them to support these where appropriate. Role model high standards. Ensure this is discussed with trainee at start of placement so they are clear about expectations. Review key elements of safeguarding – avoid just giving them the policy.</p>
<p><b>4. Self-development and working in partnership</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>	<p>Ensure you update your mentor skills on a regular basis. Access the University’s FREE Stage 1 and 2 mentor training. Talk with the University/Link Tutor about setting up moderation with other schools. Undertake joint observations with senior leaders and Link Tutor</p>

It is likely that you are already meeting many aspects of the standards as part of the role you have been undertaking.

However, you may find it helpful to audit each aspect of the standards and identify any areas for which you may need additional training or support.

The University will be able to provide any training that you have identified. This is **FREE** and can be organised in your own school at a time convenient to school and trainer.

*Stage 2 mentor training covers the following areas:*

*What makes a good mentor?*

*Different styles/models of mentoring*

*Developing observational skills*

*Giving Effective Feedback*

*Setting SMART targets*

*Expectations for each standard*

*Contact [theresa.brentnall@northumbria.ac.uk](mailto:theresa.brentnall@northumbria.ac.uk) to book training.*