LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

PGCE Secondary: Week 10 (w/c 9th November 2026)

In Brief

Timetable: Phase 2a begins this week. General Mentors, please make sure your student teacher has a Phase 2a timetable, with a minimum of 15 timetabled hours a week.
Teaching load: Building to one full lesson a day by mid-phase and two by the end. Solo teaching should not exceed two lessons a day or eight a week.
Lesson plans: an LJMU plan for every taught lesson, submitted to the General Mentor 48 hours beforehand. They won't be perfect; they're a learning tool.
Weekly meetings: 45 to 60 minutes, using the weekly meeting record, from the first week of the phase.
Targets: no more than three a week, and they must be SHARP. Student teachers record them. If in doubt, contact your Lead Mentor.
Lesson analysis forms: no substantive change to the format this year. Remember to complete them using the language of the phased expectations. Two per week.

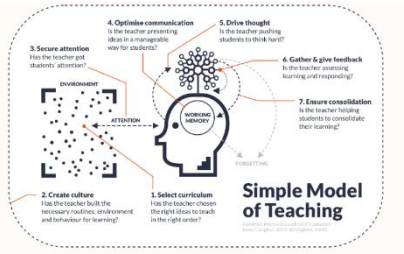
Important Notices

Professional Mentors: There is an online drop-in session for any questions or concerns you have on Thursday 5th November 16:00 – 17:00 and Monday 9th November 16:00 – 17:00. Or contact Dan (d.j.dennis@ljmu.ac.uk).

General Mentors: You have Subject Curriculum Training on Thursday 12th November 15:30 – 16:30. Any questions or concerns, please ask your Lead Mentor.

Research Spotlight

- As student teachers begin full lessons, talk through the basics with them in mentor meetings. This image helps!
- Peps McCrea's *Simple Model of Teaching* gives a shared frame: seven questions that link what we do to how pupils learn.
- Use it in meetings to focus feedback on a few essentials, not everything at once



In Detail: Phase 2a Expectations

Teaching requirements

Every student teacher needs a Phase 2a timetable this week. The requirements are:

- A minimum of 15 timetabled hours per week. This includes solo teaching, team teaching, observations and meetings.
- By the middle of the phase, the equivalent of one full lesson per day.
- By the end of the phase, the equivalent of two full lessons per day.
- General Mentors and Lead Mentors should use professional judgement on how a student teacher moves from one lesson a day to two. Teaching may be spread unevenly across the week because of timetable constraints.
- Wherever possible, solo teaching should not exceed two full lessons per day, or eight lessons per week in total.

The full requirements are on the Programme Information page (Curriculum and Phased Expectations > Teaching Requirements).

Lesson plans

Student teachers should now complete an LJMU lesson plan for every lesson they teach, and submit it to the General Mentor 48 hours before the lesson. The template is on the Planning & Learning Activities page.

Student teachers are only beginning to learn how to plan, so their plans won't be perfect. They are a learning tool. Subject-specific exemplars for Phase 2a plans will be uploaded over the coming weeks to help you support them.

Weekly mentor meetings

From the first week of Phase 2a, every student teacher should have a weekly mentor meeting of 45 to 60 minutes, following the Weekly Meeting and Target Setting Record.

Targets

- Set a maximum of three targets each week.
- Targets should be SHARP.
- Student teachers record their own targets and may ask for help making them sharp.
- Please follow the target-setting guidance for every target. If in doubt, contact your Lead Mentor.

Lesson analysis forms

There is no substantive change to the format this year. Student teachers should receive two LAFs per week. Please complete them using the language of the phased expectations. You can find the template here.

Not finished ITAP yet?

Please make sure student teachers have fully completed all ITAP activities as soon as possible before submitting the Phase 1 Review Form.

In Detail: Key Dates

Thursday 5th November 16:00 – 17:00 - Professional Mentor Drop-in (online)
Thursday 12 November 15:30 – 16:00 - General Mentor Subject Curriculum Training (online)
Thursday 17th December - Phase 2i Review Deadline

In Detail: Programme Updates

Professional studies

University-led student teachers have had more professional studies sessions. These covered topics like:

- teaching for educational advantage
- being warm while holding high expectations
- trauma-informed practice
- specific SEND needs

These sessions should give you shared language and ideas to draw on in your mentor meetings and lesson feedback. More information about them can be found here (Programme Curriculum Information and Mentor Guides).

Secondary Quality Committee: join us

The Secondary Quality Committee acts as a critical friend to the programme and guides its development. It is chaired by a Professional Mentor and made up of ECTs and mentors. We currently have three vacancies:

- Professional Mentor
- General Mentor
- ECT from the 2025/26 cohort

The committee meets three times a year, from 16:00 to 17:30 at the School of Education. It's a great chance to gain an insight into ITE governance and help the programme keep improving. The next meeting is on 1st March 2027.

If you're interested in joining, please contact Dan on d.j.dennis@ljmu.ac.uk.

In Detail: Education Updates

TES News: What QTS changes mean for your school's recruitment.

From September 2027, all schools including academies must ensure teachers have QTS.

Schools Week News: Eight recommendations to improve numeracy in schools.

The House of Lords report warns low-achieving pupils are getting 'caught in a spiral of resists'.

In Detail: Well-Being Tips



As student teachers take on more teaching, keep an eye on their wellbeing and your own. Education Support's short article on teacher burnout lists the signs to look for (exhaustion, detachment from work, problems with performance or relationships, cynicism) and offers practical tips.

Student teachers can always contact student wellbeing on 0151 231 3664.

