

Effective Mentor

LJMU Mentor Recognition

A guide for all staff involved in the LJMU initial teacher training partnership.

Name: **Example – ITT Mentor**

School:

National Standards for School-Based Initial Teacher Training (ITT) Mentors (July, 2016)

Preamble

A mentor is a suitably experienced teacher who has formal responsibility to work collaboratively within the ITT partnership to help ensure the trainee receives the highest quality training.

Mentors have a crucial role to play in supporting teacher trainees during their ITT through to successful teacher accreditation and beyond the early stages of their careers.

An effective mentor sets high expectations for pupil achievement, models high-quality teaching, and acts as an ambassador for the profession. ITT providers that have invested in effective mentoring will support trainees to become high-quality teachers, and build their resilience so that they are more likely to remain in teaching once their initial training is complete.

Headteachers and providers have a key role to play in the selection, monitoring and ongoing support and training for mentors.

The Standards below set out the minimum expectations for those working as school-based ITT mentors.

RAG rate how you support trainee teachers in relation to the National Standards for Mentoring.

- **Red** – no evidence yet of supporting the trainee teacher and it is a target for development.
- **Amber** – some evidence of supporting the trainee teacher, but not fully embedded in my practice.
- **Green** – consistently supporting the trainee teacher, it is fully embedded in my practice.

Mentor Standard 1 - Personal qualities (✓ shows improvement in September 2018 from September 2017)			
Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training	Red	Amber	Green
<ul style="list-style-type: none"> be approachable, make time for the trainee, and prioritise meetings and discussions with them; 			✓
<ul style="list-style-type: none"> use a range of effective interpersonal skills to respond to the needs of the trainee; 			✓
<ul style="list-style-type: none"> offer support with integrity, honesty and respect; 			✓
<ul style="list-style-type: none"> use appropriate challenge to encourage the trainee to reflect on their practice; 		✓	✓
<ul style="list-style-type: none"> support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment. 			✓
Strengths:	<ul style="list-style-type: none"> Approachable mentor who makes time for the trainees. Supportive and always make myself available to offer advice/signpost trainees to the appropriate people who can help them. Team teach with the trainees to share ideas and expectations. Allow the trainee to regularly observe me with a particular focus. Regularly complete learning walks and observations with the trainees to show them best practice in planning, teaching and assessment. 		
Target(s) for Development: (if appropriate)	<ul style="list-style-type: none"> Challenging trainees to constantly improve their practice through regular feedback after each lesson observation (formal and informal). Allowing trainees to reflect on their own practice and identify their own areas of improvement so they become more equipped at driving their own improvement. 		
Action(s) for Development: (if appropriate)	<ul style="list-style-type: none"> Attend coaching training with Andy Buck in September to consider new coaching methods. Trial these with trainees during phase 2a and reflect on which are the most beneficial to their practice. (Completed, trialled these techniques and used them as trainees became more experienced, this was most valuable with the NQT I mentored) 		

- Attend National Teaching Service Forward Together Leadership Conference coaching training and discover new reflection models to use with trainees and experienced teachers. Trial these with trainees in HT5 and reflect on which is the most beneficial. (Completed, trialled these techniques and used them as trainees became more experienced, this was most valuable with the NQT I mentored)
- Co-observe with XXX and the professional mentor at the school during Phase 2a to develop understanding of how they challenge trainees through effective feedback. (Completed)
- Attend XXX mentor training sessions to further develop knowledge of effective feedback. (Completed)

Mentor Standard 2 – Teaching (✓ shows improvement in September 2018 from September 2017)			
Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs	Red	Amber	Green
<ul style="list-style-type: none"> support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies; 		✓	✓
<ul style="list-style-type: none"> support the trainee in developing effective approaches to planning, teaching and assessment; 			✓
<ul style="list-style-type: none"> support the trainee with marking and assessment of pupil work through moderation or double marking; 			✓
<ul style="list-style-type: none"> give constructive, clear and timely feedback on lesson observations; 		✓	✓
<ul style="list-style-type: none"> broker opportunities to observe best practice; 			✓
<ul style="list-style-type: none"> support the trainee in accessing expert subject and pedagogical knowledge; 		✓	
<ul style="list-style-type: none"> resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves; 	✓		✓
<ul style="list-style-type: none"> enable and encourage the trainee to evaluate and improve their teaching; 		✓	✓
<ul style="list-style-type: none"> enable the trainee to access, utilise and interpret robust educational research to inform their teaching. 	✓	✓	
Strengths:	<ul style="list-style-type: none"> Regularly support the trainee with planning, teaching and assessment through collaborative planning and team teaching, especially in phase 2a. Regularly support the trainee with marking and assessment through marking collaboratively in phase 2a and marking exam papers together throughout the year to improve their knowledge of using mark schemes and assessing students' progress. Give feedback to trainees on the day of observations so it is timely and can be used to quickly improve their practice. Encourage the trainee to evaluate their practice through reflection and then suggest teachers for them to plan with/observe to improve the highlighted area for development. Good knowledge of the CPD offered by the school (which is vast and fantastic) so able to offer trainees the opportunity to access this, reflect on it and improve their practice. 		

<p>Target(s) for Development: (if appropriate)</p>	<ul style="list-style-type: none"> • Give the trainee opportunities to develop their understanding of educational research, both what is relevant to their assignments and what is relevant to improve their practice. • Consider how best to facilitate trainees developing effective relationships with students when they are taking over lessons with established teacher-student relationships. Aim to come away from the students having more respect for the teacher who is at the back of the room observing. • Give the trainee opportunities to improve their subject and pedagogical knowledge. I already have a good understanding of what the school and University offer but what else is relevant and useful for them to access?
<p>Action(s) for Development: (if appropriate)</p>	<ul style="list-style-type: none"> • Research subject knowledge/courses/training/CPD which trainees can access throughout the year. Complete this research during Phase 2a and share with trainees before Christmas, however continually have this in mind as new areas of development occur. (Completed and ongoing for current trainees.) • Liaise with professional mentor and XXX tutors to understand what support is available to trainees to improve their practice. (Completed) • Continue to develop my own subject and pedagogical knowledge. Share best practice with trainees. Include this in ALL weekly meetings from Phase 2b onwards. Also, email any recommended websites or resources when I discover them. (Completed and ongoing with my department.)

Mentor Standard 3 – Professionalism (✓ shows improvement in September 2018 from September 2017)			
Set high expectations and induct the trainee to understand their role and responsibilities as a teacher	Red	Amber	Green
<ul style="list-style-type: none"> encourage the trainee to participate in the life of the school and understand its role within the wider community; 			✓
<ul style="list-style-type: none"> support the trainee in developing the highest standards of professional and personal conduct; 			✓
<ul style="list-style-type: none"> support the trainee in promoting equality and diversity; 		✓	
<ul style="list-style-type: none"> ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; 			✓
<ul style="list-style-type: none"> support the trainee to develop skills to manage time effectively. 	✓	✓	
Strengths:	<ul style="list-style-type: none"> I am fully involved in the life of the school and extracurricular activities. I encourage and expect trainees to attend all extracurricular activities and parents evenings to develop their understanding of the importance of the wider school responsibilities for example attending dance competitions, school plays etc. I have very high standards of professional conduct and expect the same from all staff. I am confident in speaking to staff when their conduct isn't acceptable and I am confident that I am a role model for them. I have a good knowledge of safeguarding and promoting equality and diversity. However, if there are things I do not fully understand or do not have experience of I am confident in directing students to members of staff who can help as I have good working relationships with all staff within the school. 		
Target(s) for Development: (if appropriate)	<ul style="list-style-type: none"> Give trainees the tools to improve their work life balance. Putting too much focus on wider professional responsibilities alongside improving their teaching can leave a trainee short of time. Moving forward, I need to ensure all trainees have good wellbeing and have a work life balance. 		

	<ul style="list-style-type: none">• Give trainees the opportunities and training to promote equality and diversity in their classroom and across the school.
Action(s) for Development: (if appropriate)	<ul style="list-style-type: none">• Attend National Teaching Service training on achieving an effective work life balance and share these tips with all trainees. Encourage all trainees to use their time effectively and have time away from their work. (Completed and delivered CPD session to trainees, NQTs and new staff on this in May 2018.)• Increase my knowledge of how to promote equality and diversity through PSHE lessons and team teach these lessons with trainees to improve their knowledge too. (Completed.)

Mentor Standard 4 – Self-development and working in partnership (✓ shows improvement in September 2018 from September 2017)			
Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant ITT partnerships	Red	Amber	Green
<ul style="list-style-type: none"> ensure consistency by working with other mentors and partners to moderate judgements; 		✓	✓
<ul style="list-style-type: none"> continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research 			✓
Strengths:	<ul style="list-style-type: none"> I have previously and continue to attend all mentor training sessions offered by XXX, ZZZ, the school and the local area. I stay in constant contact with the professional mentor in the school and other subject mentors to share ideas and best practice. I access research regularly to improve my practice as a mentor, I use this in my practice then reflect on its impact. 		
Target(s) for Development: (if appropriate)	<ul style="list-style-type: none"> Reflect on the CPD I have received from various organisations and combine it to make the best possible learning experience from my trainees – for example, use the ZZZ practice model with PGDE trainees and NQTs to improve their practice. 		
Action(s) for Development: (if appropriate)	<ul style="list-style-type: none"> Trial different methods of feedback with my trainees, ask them to feedback on which is the most beneficial then share this best practice with other mentors within the school (subject and professional mentors). (Completed and ongoing, continuing to share best practice with other mentors and coaches.) 		

Effective Mentor: Knowledge, skills, understanding that an ITT Mentor needs to be effective in their school, both in relation to ITT and supporting general school development

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
Have a thorough knowledge of QTS Standards	<ul style="list-style-type: none"> Co-observed lessons with the professional mentor and ITT liaison tutor to develop knowledge of how trainees hit each standard. Checked trainees' folders at each weekly meeting to identify which standards they were hitting and which standards they needed to provide more evidence for. Provided written feedback to three PGDE trainees, one ZZZ trainee and one NQT which referenced the standards they were hitting with evidence why. Attended all XXX training sessions and briefings as well as all professional mentor briefings. Plus, attended all ZZZ training sessions to develop my knowledge of the QTS standards and how the trainees develop each standard and provide evidence for them. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be involved in the management of ITT within the department / school	<ul style="list-style-type: none"> Produced timetables for all trainees in the Maths department (PGDE, ZZZ and NQTs) including a timetable of teachers to observe with a clear focus and teaching timetables which built on their strengths and emerging needs. These timetables also included opportunities for team teaching and intervention. Conducted weekly observations of all trainees provided them clear feedback and areas to improve. Conducted co-observations with the professional mentor and liaison tutor from the University. I then conducted co-observations with other members of staff within the department and developed their ability to give effective written and verbal feedback. This ensured consistency across the ITT offered across the department. Attended all mentor training offered by XXX. Attended fortnightly meetings with the professional mentor to discuss trainees needs and support. Provided new staff training for all ITT across the school on differentiation and time management. Made myself available before school and after school to offer drop in support to trainees each day. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<ul style="list-style-type: none"> Utilised mentor meetings with trainees to offer clear support and set targets to improve their development. 			
Provide an Induction programme for trainee in school	<ul style="list-style-type: none"> Organised trainees to complete PREVENT training during their first week at the school. Consistently reinforced professional expectations by speaking to trainees regarding punctuality, smart dress and expectations during lessons they observe (e.g. not sitting on their laptops at the back of the room). Referred trainees to the school SENCO to discuss any issues that arose in their lessons and organized trainees shadowing SEN students and reflecting on the practice they have seen. Organised an observation period where trainees saw best practice around the department and the school. Completed learning walks with the trainees and reflected on the practice they had seen and what they could use in their own practice. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Liaise with other colleagues (including other professionals) to support the trainees' subject and pedagogical knowledge	<ul style="list-style-type: none"> Met fortnightly with the professional mentor to discuss any issues which were arising. Met regularly with the liaison tutor to discuss any issues which were arising. Met regularly with the subject mentor for science as we had a maths and science participant to discuss his needs. Met regularly with staff who also observed the ITTs in the department to discuss any feedback they had given and what support the trainees needed. Completed joint observations of the trainees with the professional mentor, the liaison tutor and other teachers in the department to compare judgements. Jointly planned and team taught lessons with trainees to support their subject and pedagogy knowledge. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Facilitate the value of mentoring in CPD	<ul style="list-style-type: none"> Mentored PGDE trainees, ZZZ participants and NQTs thoroughly weekly meetings, observations and effective feedback. Supported trainees with assignments, completing their evidence folder and applications for jobs. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4 (P10)

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<ul style="list-style-type: none"> Coached experienced teachers across the school after completing various coaching training then applied these methods to my mentees as they became more confident. Provided feedback to the trainees and gave them CPD opportunities which supported their development. Worked with the trainees and allowed them to share strategies with me then used them in my own teaching, demonstrating the value of continued CPD and sharing good practice. 			
<p>Ensure that assessment procedures are confidently and consistently carried out to ensure progression and continuity – via observation and scrutiny of trainee documentation</p>	<ul style="list-style-type: none"> Looked at documentation and evidence in each weekly meeting then set all trainees targets from this. Further, looked at their evidence with the professional mentor and liaison tutor to ensure consistency in judgements. Completed at least one observation per week of each trainee and gave verbal feedback and written feedback on the XXX documentation. Gave verbal feedback after every observation. Completed joint observations and jointly completed XXX feedback forms with various members of staff to ensure consistency and accuracy of judgements. Completed interim and phase review forms for all trainees within maths. Completed additional support framework documentation for one trainee and held meetings with the trainee and professional mentor to go through these. Regularly in contact with the liaison tutor, professional mentor and other subject mentors to ensure consistency and ensure everyone was aware of all trainees progress and emerging needs. Effectively challenged trainees following their lessons and in weekly meetings to ensure their progression and a continued improvement in their practice. 	<p>1 2 3 4 5 6 7 8</p>	<p>1 2 3</p>	<p>1 2 3 4</p>
<p>Moderate trainees within own school</p>	<ul style="list-style-type: none"> Completed joint observations and jointly completed XXX feedback forms with various members of staff (including professional mentor and liaison tutor) to ensure consistency and accuracy of judgements. Completed co-observations of trainees from other training routes including ZZZ with their tutors to ensure a consistent approach to teacher training across the school. 	<p>1 2 3 4 5 6 7 8</p>	<p>1 2 3</p>	<p>1 2 3 4</p>

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<ul style="list-style-type: none"> Referred to the tracker in all observations, weekly meetings and professional conversations with trainees to ensure a consistent approach to their development. 			
Implement effective moderation and QA procedures as required by the relevant partnership	<ul style="list-style-type: none"> Completed joint observations and jointly completed XXX feedback forms with various members of staff (including professional mentor and liaison tutor) to ensure consistency and accuracy of judgements. Completed triangulation with the liaison tutor to ensure consistency of judgements. Attended all mentoring briefings offered by XXX, ZZZ and the school. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Understand the needs of adult learners and managing other adults	<ul style="list-style-type: none"> Delivered verbal feedback to trainees on the same day as all observed lessons including praise and ways to move forward. Completed written feedback and gave it on the day of the observation at least once per week for each trainee. Completed weekly meetings with each trainee to discuss emerging needs, celebrate successes and set weekly targets. Gave trainees numerous opportunities to improve their practice through professional development opportunities and getting them involved in the wider life of the school to make them feel more at home. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Be willing to contribute to Partnership development	<ul style="list-style-type: none"> Attended all XXX mentor training events. Attended XXX mentor recognition awards. Stayed in constant contact with the liaison tutor and the partnership lead to discuss any concerns or issues as they arised and immediately acted upon their advice. 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4
Commitment to ensure a secure Documentation & QA procedures environment for trainee to engage in risk taking	<ul style="list-style-type: none"> Involved all trainees in the organization of school trips and ensured they all took part in at least one trip. This involved them completing risk assessments. Encouraged trainees to take risks and try new teaching strategies without judgement then coached them to reflect on their successes and areas of improvement from it. Referred to educational research and suggested journals/articles/blogs at weekly meetings to develop the 	1 2 3 4 5 6 7 8	1 2 3	1 2 3 4

Performance Criteria	Achieved	Professional and Mentor Standards		
		Teaching	Personal & Professional	Mentor Standards
	<p>trainees knowledge and encourage them to try new things in the classroom.</p> <ul style="list-style-type: none"> Supported trainees with various clubs at school (after school, lunchtime, intervention etc). Completed joint observations and jointly completed XXX feedback forms with various members of staff (including professional mentor and liaison tutor) to ensure consistency and accuracy of judgements. 			
<p>Understand how to facilitate trainees self -evaluation and reflection Documentation & QA Procedures</p>	<ul style="list-style-type: none"> Guided trainees to reflect on their practice then encouraged this to become more independent as the trainees developed in confidence. Used probing questions and coaching techniques to allow them to reflect as they came to the end of their course. Had trainees self-reflect on their progress against the tracking document before each weekly meeting and had them come ready to discuss this so we could accurately assess their progress and make valuable targets each week. Gave suggestions of evidence sources and/or activities to complete to help with providing evidence for each standard if trainees were struggling with a particular standard. Presented trainees with a variety of ways to reflect upon their teaching including video observations, analysis of language used in the classroom (praise etc), an analysis of the student books after a lesson and using different reflection models. Asked trainees to use all these self-evaluation techniques at different times then reflect on which was most useful and continue to use this to improve their practice. 	<p>1 2 3 4 5 6 7 8</p>	<p>1 2 3</p>	<p>1 2 3 4</p>

CUREE Framework (2012) for Skills in Mentoring

<i>Mentoring is a structured, sustained process for supporting professional learners through significant career transitions</i>	Checklist	<i>Coaching is a structured process for enabling the development of a specific aspect of a professional learners practice</i>	Checklist
Relates sensitively to learners and work through agreed processes to build trust and confidence	✓	Relates sensitively to learners through agreed processes to build trust and confidence	✓
Model expertise in practice or through conversation	✓	Model expertise in practice or through conversation	✓
Relate guidance to evidence from practice and research	✓	Facilitate access to research and evidence to support the development of pedagogic practice	✓
Broker access to a range of opportunities to address the different goals of the professional learner	✓	Tailor activities in partnership with the professional learner	✓
Observe, analyse and reflect upon professional practice and make this explicit	✓	Observe, analyse and reflect upon professional learner's practice and make this explicit	✓
Provide information and feedback that enables learning from mistakes and success	✓	Provide information that enables learning from mistakes and success	✓
Build learners control over their professional learning	✓	Facilitate growing independence in professional learning from the outset	✓
Use open questions to raise awareness, explore beliefs, develop plans, understand consequences and explore and commit to solutions	✓	Use open questions to raise awareness, explore beliefs, encourage professional learners to arrive at their own plans, understand consequences and develop solutions	✓
Listen actively accommodate and value silence; concentrate on what is being said; using affirming body language to signal attention; replaying what has been said using some of the same words to reinforce, value and reframe thinking	✓	Listen actively accommodating and valuing silence; concentrating on what's actually being said; using affirming body language to signal attention; replaying what's been said using the same words to reinforce, value and develop thinking	✓
Relate practice to assessment and accreditation frameworks	✓	Establish buffer zones between coaching and other formal relationships	✓

Effective Mentor Certificate of Recognition Key Questions to Support the Reflection Process

(Use these questions to reflect on your learning and to set developmental targets)

1. What has been the impact of being involved in mentoring on your own practice i.e. providing exemplary lessons and evidence of effective planning?
2. What has been the impact on pupils' learning as a result of having a trainee teacher in the classroom?
3. Can you describe the personal satisfaction gained from seeing trainees develop their knowledge?
4. How have you enabled the trainee teacher to become independent in his/her learning and teaching? How have you encouraged trainee teachers to take risks in their teaching?
5. What have you learned from having the opportunity to work closely within the classroom alongside a trainee teacher, including the sharing and exchanging of ideas?
6. How has the opportunity to observe your own pupils in learning situations with a trainee teacher improved your knowledge and understanding of these pupils?
7. How have you and the school benefited from the opportunity to gain some additional professional development time to devote to whole school initiatives, self-evaluation and quality assurance procedures?
8. How have the pupils benefited from the provision of more direct adult support within the classroom?
9. How has being involved in this process of mentor recognition enabled you to increase your knowledge and understanding of the teachers' and mentoring standards?
10. How has being involved in the mentoring and coaching of trainees impacted on your ability to apply these skills within the concept of whole school Continuing Professional Development?

Effective Mentor Reflection

	Reflection and Verification including Development Targets
Reflection (refer to your RAG rating of the Mentor Standards)	<p>Having reflected on this years mentoring in comparison to previous years, I can see where I have made improvements. At the start of the year I used the RAG system to identify what I needed to improve and set targets to make sure I achieved this. I felt that mentor standard 1 was my strongest area as I was always approachable and made myself available to trainees as often as possible, however, I still lacked some confidence when challenging trainees, particularly if it was an issue which I had previously addressed with them but was ongoing. During this past academic year I have attended multiple coaching and mentoring training which has improved this practice for me and now feel confident in challenging trainees and all staff when needs be, my stance on this is to always make the point that everything we do is for the students and to explain to the staff member why this will benefit their students.</p> <p>For mentor standard 2 which focusses on improving the trainees teaching, I identified a few areas of improvement. The two aspects that were red so my biggest areas of improvement were resolving in school issues on the trainees behalf, which I now confidently and regularly do but also encourage them to build their confidence with these issues, and enabling the trainee to access up to date and relevant educational research. I began to increase the amount of educational research I was accessing and the number of CPD sessions I was attending, both in school and out of school, then reflecting on what was most useful for my trainees before sharing them. For example, I started listening to Mr Bartons podcasts but they may be overwhelming to trainees new to the profession so I didn't share them but I did share a website I found which provides ready-made differentiated questions. I now identify as amber for this standard as I know I am regularly sharing these things with my trainees and other members of my department, however, I still feel I could improve further by encouraging them to access more of their own research then we can have more educational debates and conversation which I feel is important to their development. Over the summer, I worked for ZZZ and ran a session on educational debate for trainees who hadn't even entered a classroom yet so clearly, the trainees can start accessing this information as soon as they start teaching.</p> <p>Mentor standard 3 is professionalism and setting high expectations for the trainees. At the start of the year I felt I already encouraged the trainees to get involved in the wider school life and provided them the opportunities to do this. I continued to encourage trainees to attend these extracurricular activities throughout this year. I identified that I needed to improve how I encouraged trainees to promote diversity and equality. I set myself a target to do this through PSHE lessons which I collaboratively planned and team taught these lessons with the trainees. However, I still feel I can improve on this by developing ways for the trainees to promote diversity in their maths lessons as well as in PSHE.</p>

	<p>The other aspect of this standard which I felt I needed to work on was supporting the trainee to manage their time effectively. I felt that I would often expect a lot of trainees and not provide them opportunities to have a good work life balance. This is perhaps because I had a poor work life balance myself when I was training and expected the same commitment from the trainees. I decided it was crucial to improve this so I attended a training course ran by the National Teaching Service to improve my ability to have a work life balance and manage my time effectively, I then reflected on this and trialed the strategies in my own work. Following this, I asked the professional mentor if I could deliver a CPD session to all trainees, NQTs and new staff in the school on time management. I also included these strategies in my weekly meetings with trainees and encouraged them to maintain their work life balance by doing things like sending them home at 3pm on a Friday. I know this has definitely improved my practice as a mentor but I still feel I could work on this more, ensuring all trainees are able to develop as teachers and enjoy their training year.</p> <p>Before this year, I had had experience of mentoring trainees through various training routes so I knew I was able to work in partnership with Universities and training providers as well as other mentors within the school. I had also had a variety of training sessions and CPD based on this, added to this I regularly asked for feedback from my mentees and coachees to develop my practice. Hence, I felt for mentor standard 4, a strength was a commitment to developing my own mentoring practice. However, I felt I needed to improve my consistency of working with other mentors and partners through completing more joint observations and quality assuring the feedback given to trainees across the school and across different training providers. I have done this as I have done multiple co-observations with representatives from Universities, with the professional mentor at the school, with other senior leaders, with other organisations and with other teachers. I feel this has been crucial to my development as a mentor and has benefitted my trainees as the feedback I have offered them has improved.</p>
<p>Targets for Further Development (refer to your RAG rating of the Mentor Standards)</p>	<p>Moving forward, having reflected on my progress this year and the RAG document, I have set myself a target for further development for each mentor standard.</p> <ol style="list-style-type: none"> 1. Continue to research new coaching techniques and trialing them with coachees and mentees to further improve my practice. 2. Identify and signpost useful educational research which trainees can use from the start of their training programme, build on this and include research in all relevant training discussions and weekly meetings. 3. Continue to work on how trainees can promote equality and diversity in their classroom, not just through PSHE, and provide trainees the opportunity to develop this. 4. Continue to coobserve with other members of staff and training providers to quality assure and improve the accuracy of lesson feedback given to all staff. Improve this practice by coobserving with all teachers within my department to provide CPD to them and share best practice across the department.

Verification signature	Professional Mentor:	Mentor Recognition Team:
School and University reflective comments	<p>School Reflective Comments:</p> <p>YYY is a highly effective mentor and for as recognition for her hard work and commitment to the teacher training provision YYY was nominated for the mentor of the year award 2017-18.</p> <p>As a mentor, YYY sets high expectations for her trainee, offers a consistent support network for them and challenges them at times within their teaching practice.</p> <p>For YYY to develop further as a mentor she needs to undertake more co-observations with other trainees/mentors and work across the Academy with other mentors to quality assure the training provision.</p>	<p>University Reflective Comments:</p> <p>A very honest and reflective piece of work, which shows a thorough understanding of the requirements of the role. It is clear that YYY takes her role very seriously and constantly strives to improve in all aspects.</p> <p>This is an exemplary submission, which I have no hesitation in supporting (YYY has also agreed for this to be used in future training sessions).</p> <p>Well done YYY.</p> <p>Congratulations on your nomination for Mentor of the Year 2018.</p>