

Appendix G: Mentor checklists

Professional Mentor Checklist

1. Attend the professional mentor training day.
2. Prepare "Welcome Packs".
3. Prepare Induction Days.
4. Set up GPS Programmes.
5. Timetable Professional Mentor and Subject Mentor tutorials with trainees.
6. Observe each student formally once during each placement.
7. Co-ordinate Tripartite Reviews.
8. Ensure that each trainee has a programme which takes account of their individual needs (ref: Standards R2.3).
9. Meet with the college cluster co-ordinator and subject tutors as required (School visits and cluster meetings/admin).
10. Organise timetables to include requirements of placements:
 - Class teaching, shared teaching
 - Form tutor role
 - Extra curricular activities
 - 16+ experience (if possible)
 - Primary school visit.
11. Ensure PD Forms are completed and returned to College by the agreed deadlines (*3 copies, one to be retained by school, one for student, one posted to the School Partnership Office at St Martin's College.*)
12. Meet regularly with subject mentors to review progress and to ensure quality control/quality assurance.
13. Decide on student allocations for next year.
14. Sign up new mentors for Subject Mentor Training and current subject mentors' updating days where appropriate.
15. Prepare for external examiners/Ofsted HMI (if school is to be visited).
16. Claim any training/travel expenses from St Martin's.
17. Help provide ICT opportunities
18. Help provide opportunities to work in classes which include pupils for whom English is an additional language.

Subject Mentor Checklist

The list is provided on a term by term basis to assist Subject Mentors with PGCE trainees. However, many of the tasks are generic and would apply to Subject Mentors across all programmes. Specific information for Subject Mentors with regard to undergraduate trainees can be found in the Placement Handbook for the Secondary Undergraduate Programme. For Subject Mentors working with trainees on the Flexible/Modular Programme specific tasks will be identified in the individual training plan.

Term by term specific mentoring requirements

The Autumn Term

1. Ensure that trainees use the observation booklets provided to help them focus their observations of classroom, pupils and teachers during the first weeks of the course.
2. Carry out full induction programme for trainee into subject department.
3. Arrange timetable for Autumn term. Trainees should be *actively involved* with classes for at least 70% of a full week's timetable (and teaching enough classes for mentors to be able to adequately complete **PD0a** if required, and **PD1**). This may be slightly less for trainees who are placed in pairs in a department (at least 60%). Additional guidance found on PD form.
4. Create training programme for trainee and confirm timetable and weekly tutorials.
5. Carry out regular observations and give feedback. Set targets for progress on a regular basis.
6. Monitor tracking system.
7. Assist trainees with augmenting subject knowledge as appropriate.
8. Provide trainees with opportunities to work towards developing ICT skills at QTS level.
9. Undertake joint observations with College tutor as requested.
- *10. Ensure trainee is aware of roles within the department.
- *11. Explain to trainees the links between subject and pastoral structures in school.
- *12. Support trainees in gaining familiarity with the school's disciplinary systems.
13. Ensure trainees understand health and safety issues as appropriate.
- *14. Ensure trainees understand the SEN support systems and how they connect with the department.
- *15. Introduce trainees to the roles of classroom assistants and other adults who support learning.
- *16. Consider KS2/KS3 issues of curriculum and progression in relation to trainee visit to a primary school organised by the Professional Mentor.
17. Help trainees develop understanding of marking, assessment, recording and reporting at all levels.
- *18. Help trainees understand the relationship of the KS3 curriculum initiatives (literacy, numeracy and ICT across the curriculum) to teaching and learning in your subject.
- *19. Help trainees understand curricular developments such as PspMSC, Citizenship and Key Skills and teaching and learning in your subject.

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20. Complete **PD1** and return to the School Partnership Office by **Friday 12th December**.
21. Create mini block placement timetable of 50% of an NQT's weekly teaching timetable (ie, if there are 40 lessons in a week trainees will be teaching classes for at least 18 lessons) for start of Spring Term. For pairs of trainees, create a mini block placement timetable of about 60-70% of an NQT's timetable.
22. Help trainees develop an understanding of the social, cultural, linguistic, religious and ethnic backgrounds of pupils, and the ways that the achievement of ethnic minority pupils can be improved.
24. Where possible, provide opportunities for trainees to learn about teaching pupils for whom English is an additional language.

The Spring Term - School A

1. Ensure 50% of an NQT's timetable is being taught during the mini Block Placement.
2. Carry out regular observations and give feedback. Set targets for progress on a regular basis.
3. Create training programme for trainee.
4. Monitor tracking system.
5. Assist trainees with augmenting subject knowledge as appropriate.
6. Provide trainees with opportunities to work towards developing ICT skills at QTS level.
7. Undertake a joint observation with the College tutor.
8. Be available for tripartite review at time of College tutor's visit.
9. Complete **PD2** after tripartite review, first ensuring that trainee has completed the self-evaluation. Return to School Partnership Office by **Friday 6th February**.
10. Support trainee in creating portfolio representing 'A' placement.
- *11. Introduce trainees to the roles of classroom assistants and other adults who support learning.
- *12. Consider KS2/KS3 issues of curriculum and progression in relation to trainee visit to a primary school organised by the professional mentor.
13. If the A school is 11-18, arrange for post 16 observation and teaching experience.

The Spring and Summer Term - School B

1. Carry out full induction of trainee into subject department.
2. Arrange 60% of an NQTs weekly teaching timetable for trainee. In addition trainees should be in contact with classes for up to a further 6 lessons.
3. Create training programme for trainee.
4. If the B school is 11-18, arrange for post 16 observation and teaching experience.
5. Carry out regular observations and give feedback. Set targets for progress on a regular basis.
6. Monitor tracking system.
7. Assist trainees with augmenting subject knowledge as appropriate.
8. Provide trainees with opportunities to work towards developing ICT skills at QTS level.
9. Be available for tripartite review at time of College tutor's visit.

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10. Undertake a joint observation with the College tutor.
 - *11. Complete **PD3** subsequent to the second tripartite review and return to the School Partnership Office by **Friday 14th May**.
 - *12. Ensure trainee is aware of roles within the department.
 - *13. Support trainee in gaining familiarity with disciplinary systems.
 - *14. Introduce trainees to the roles of classroom assistants and other adults who support learning.
 - *15. Help trainees develop understanding of marking, assessment, recording and reporting at all levels.
 16. Complete **PD4** and having ensured trainee has completed the self-evaluation. Return to School Partnership Office by **Friday 25th June**.
 17. Support trainee in creating portfolio representing B placements.
 18. Support trainee in preparing CEDP entry.
- * These items relate to the General Professional Studies programme run by College and the professional mentor and represent the subject links to a variety of whole school issues.