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# Mentor Qualifications

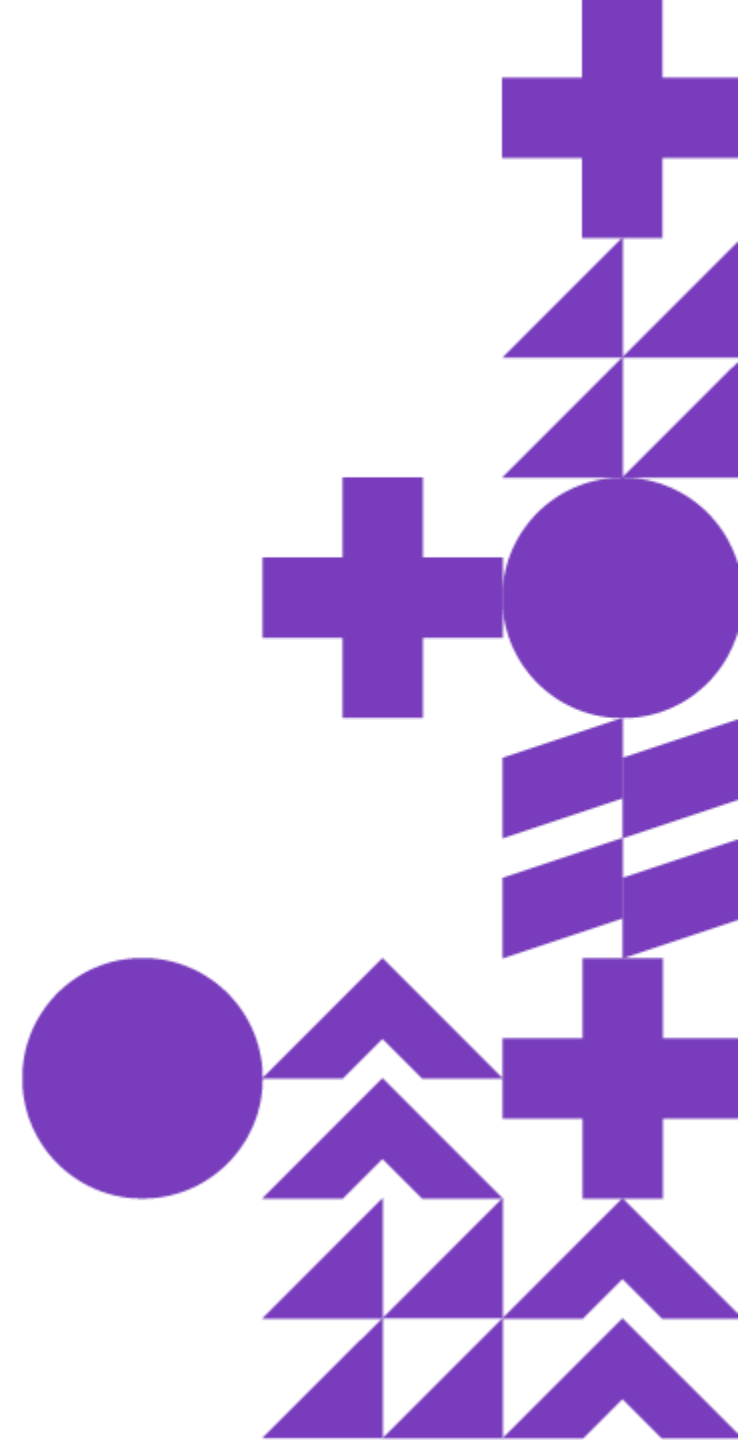
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# Our Trainees and Mentors

Number of Primary QTS Trainees	<b>Over 1000</b>	Number of Primary Mentors	<b>900</b>
Number of Secondary QTS Trainees	<b>200</b>	Number of Secondary Mentors	<b>120</b>



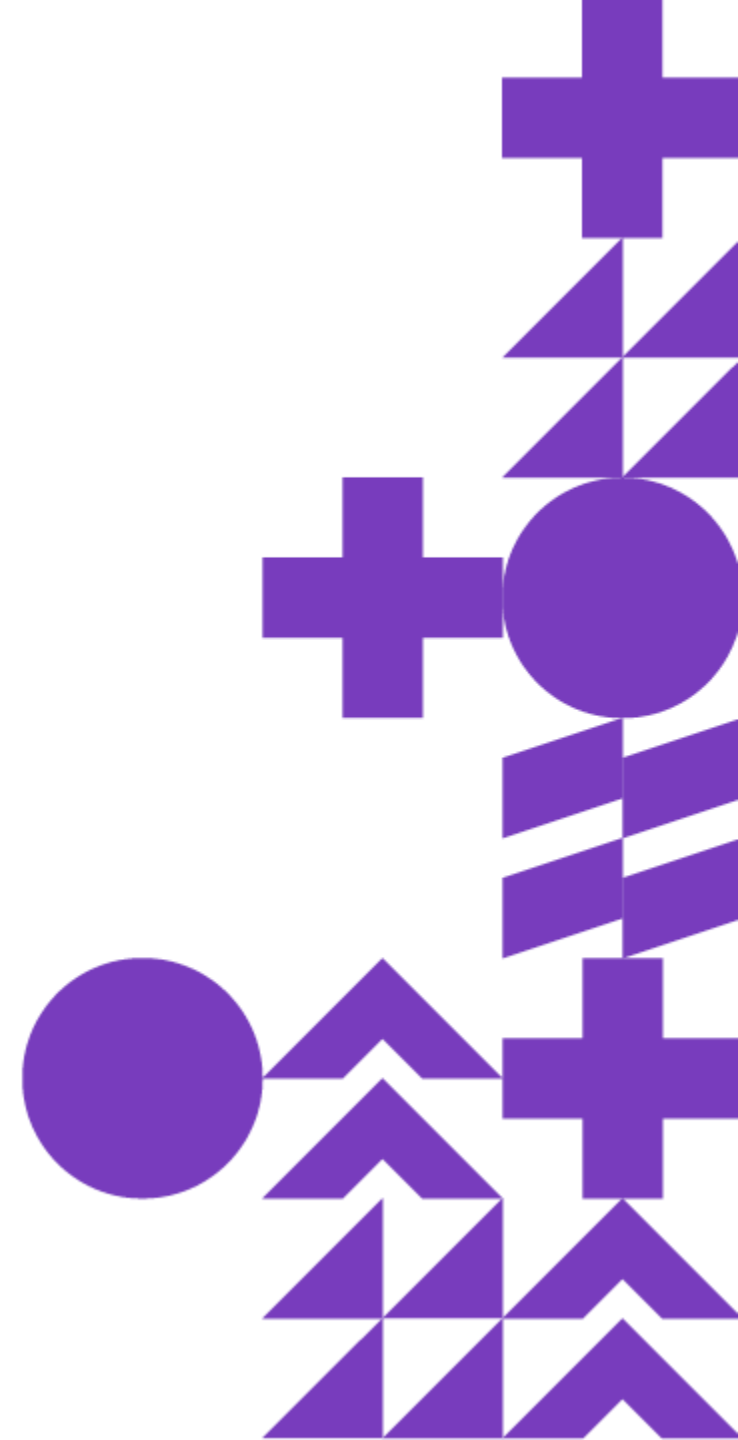
# Aims

- ❖ To raise the profile of mentoring and provide a framework for the professional development of current and future mentors
- ❖ To create a shared understanding of what makes a good mentor
- ❖ To formalise the good practice already happening in our partner schools
- ❖ To foster a greater consistency in the practice of mentors



# Aims - continued

- ❖ To encourage our mentors to be reflective practitioners, able to identify their own training needs
- ❖ To enhance support for our trainees in school and improve their early professional development
- ❖ To impact on whole school – leadership/CPD/career progression – contributing to a culture of coaching and mentoring in schools
- ❖ To extend the number of mentor trainers in the partnership and support the growth of ITT mentor networks
- ❖ To provide a possible bridge to a masters level qualification



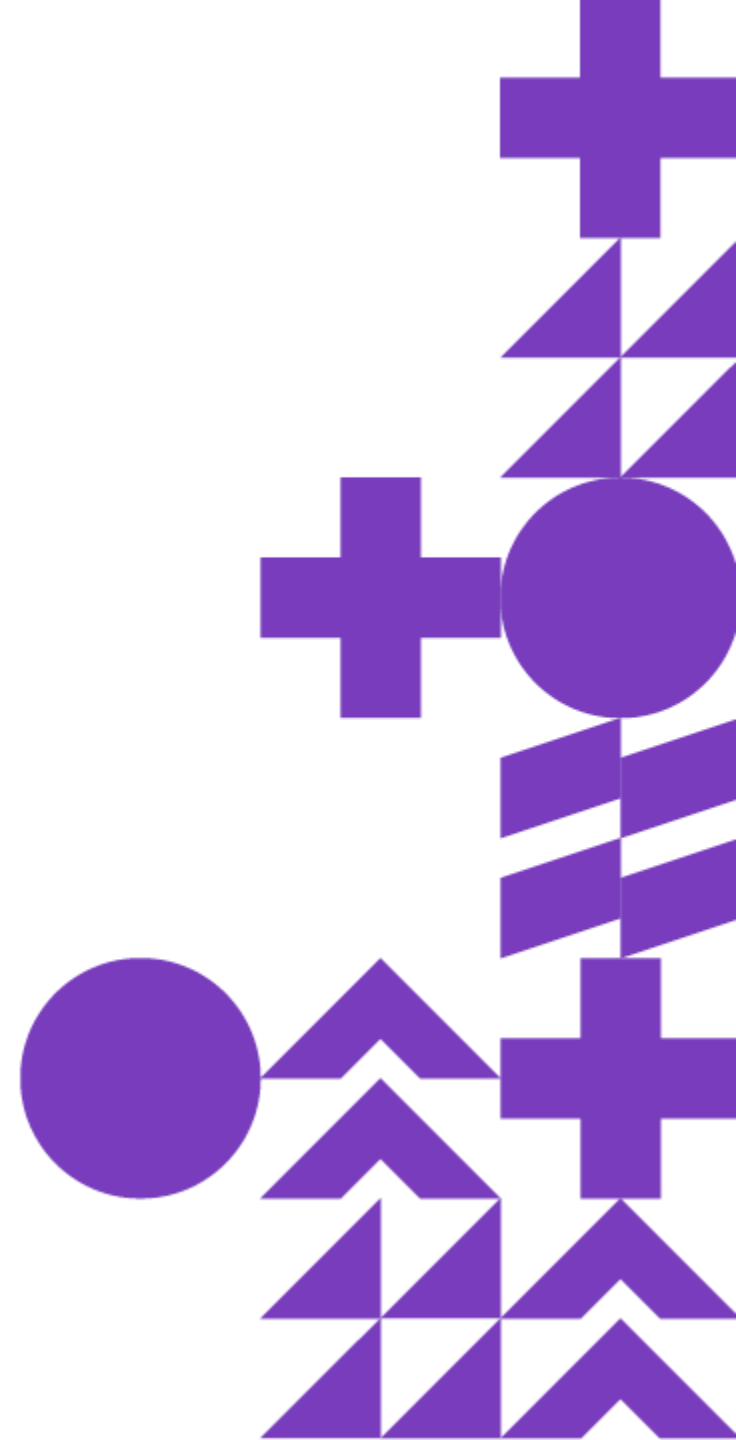
# The Qualifications

There are two levels of qualification:

Qualified mentor status (QMS)

Qualified lead mentor status (QLMS)

The principle underpinning these qualifications is the continuous, natural gathering of evidence acquired as the mentor supports and guides a trainee (QMS), or supports and guides other mentors (QLMS) within their setting. The framework is based on the National Standards for School-based Initial Teacher Training (ITT) Mentors published in July 2016 by the DfE.



# The Mentor Standards

## **Standard 1 - Personal qualities**

Establish trusting relationships, modelling high standards of practice, and empathising with the challenges a trainee faces.

## **Standard 2 – Teaching**

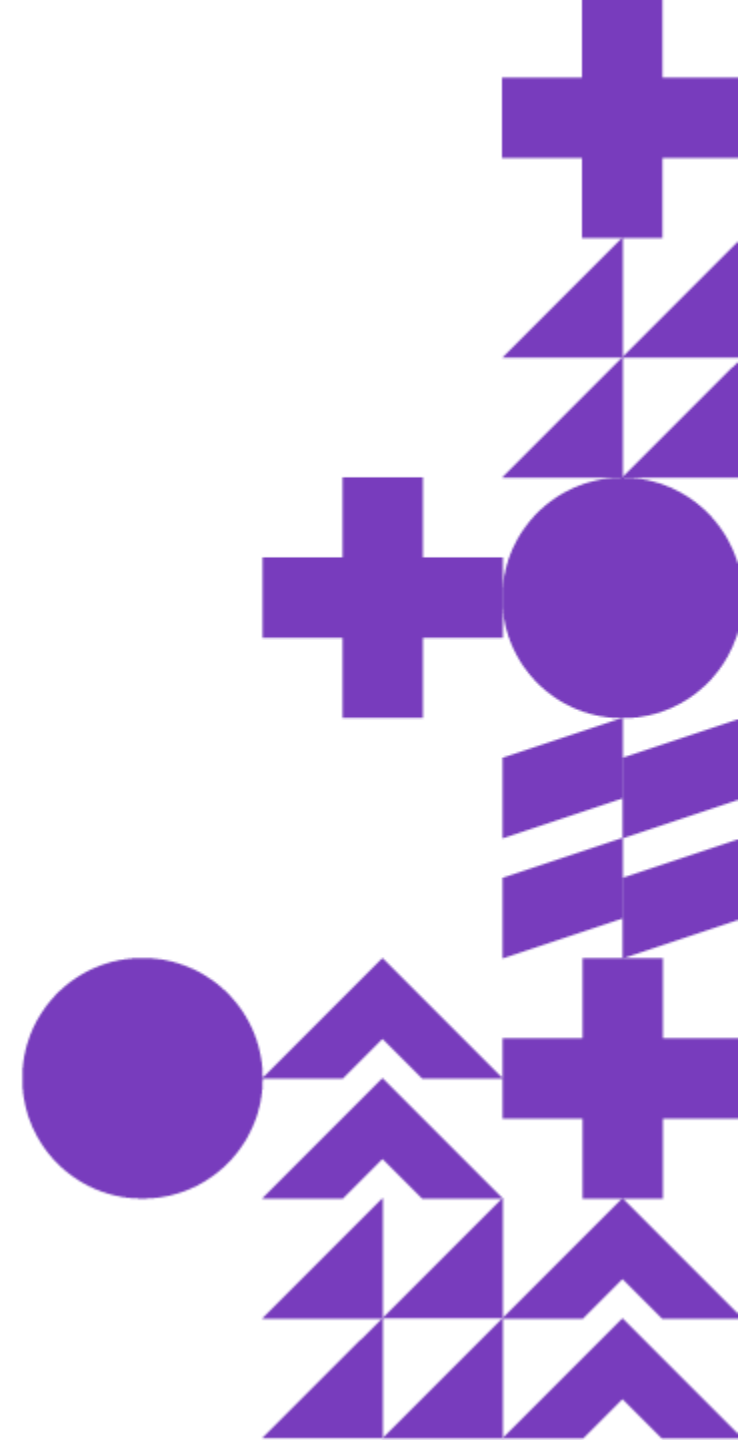
Support trainees to develop their teaching practice in order to set high expectations and to meet the needs of all pupils.

## **Standard 3 – Professionalism**

Induct the trainee into professional norms and values, helping them to understand the importance of the role and responsibilities of teachers in society.

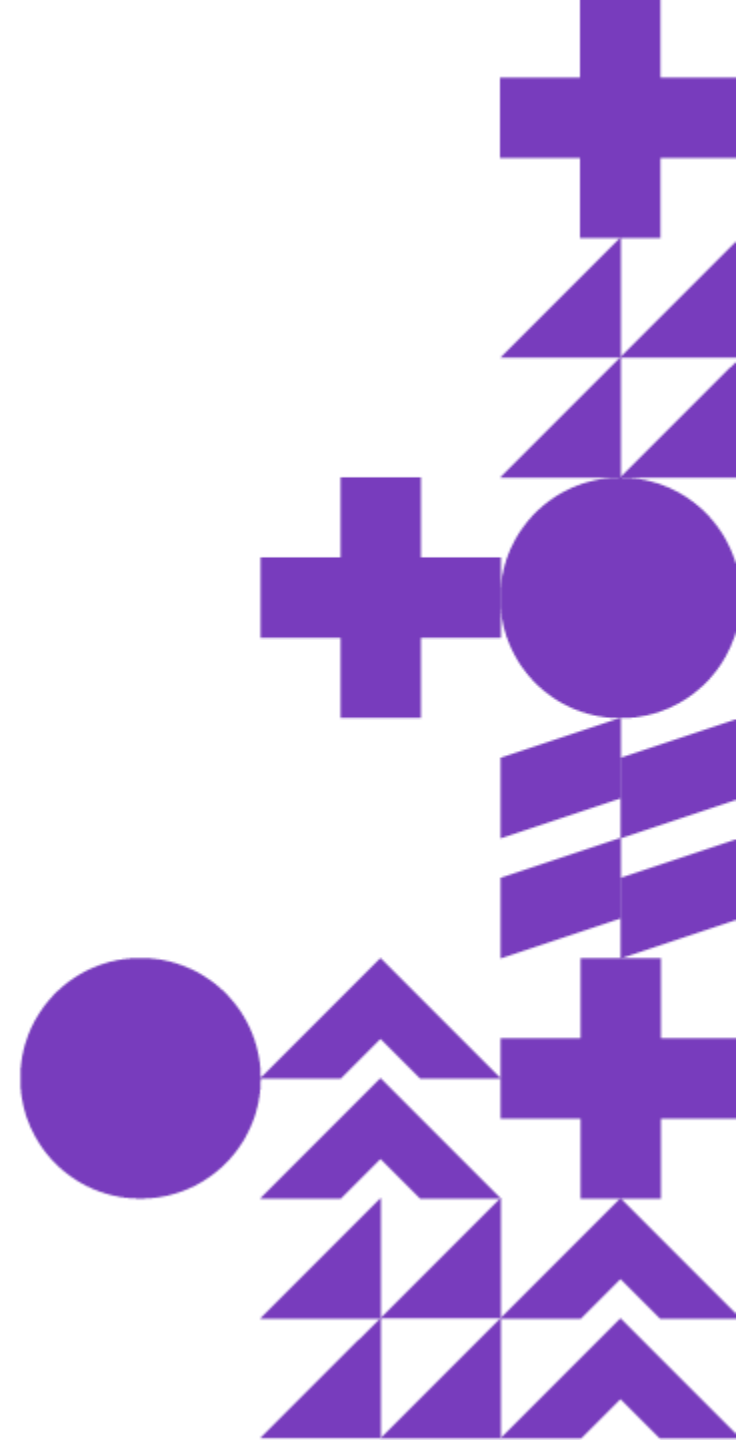
## **Standard 4 – Self-development and working in partnership**

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



# The portfolio

- Electronic or paper
- Free style – no templates/forms
- “Reflection” NOT “Collection”
- Evidence clearly Linked to mentor standards
- Tell their story





# The “Assessment”

- Portfolio review panel
- Meets three times per year
- Large Team – staff availability
- Partnership relationships - no “fails” just suggestions for extra evidence needed and resubmission
- Certificate, badge, celebratory meal
- Regular communication – network events
- Opportunities to be involved in further partnership work

