

In West London we have developed a system to recognise the achievements of mentors in the developing of future teachers. We will be doing this at two progressive levels – *Entry Level* and *Mastery Level*, all of which will provide mentors and prospective mentors with recognition of their successful work with student teachers. Such recognition will also provide evidence towards other professional development areas such as Performance Management Targets. Both levels will be certificated and recognised by all SCITTs and HEIs who have taken part in the development of this work.

There are currently *two levels* of mentor certification:

Entry Level: *initial preparation for successful mentoring*, is for those new to mentoring or those wishing to mentor in the near future

Mastery Level: *being a successful mentor*, is for those who will be working to obtain the National Standards for school based initial teacher training (ITT)

Entry Level Certification

Introduction and "who does what?"

Entry level Record Sheet

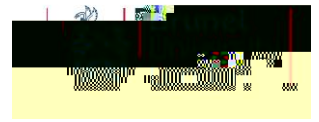
Criteria for Entry Level Certification

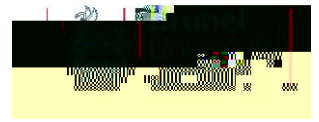
Mastery Level Certification

Introduction and "who does what?"

Mastery level Record Sheet

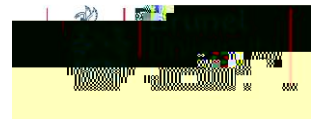
Criteria for Mastery Level certification. (





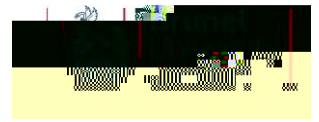
Post the Mentor Certification flyer in your staff room and inform your existing mentors of the scheme.

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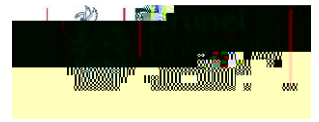
Entry level is for those (i) who are new to mentoring student teachers

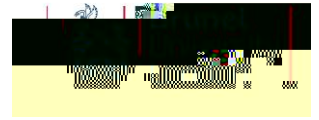
(ii) who wish to become mentors of student teachers



and for level

<p>Recommendation by head teacher or PCM for role due to their quality engagement and high level of professional commitment</p> <p>Pre – entry audit completed</p>		
<p>Knowledge and understanding of process and paperwork for provider</p>		
<p>Setting of appropriate timetable for trainee</p>		
<p>Lesson feedback promotes challenge to trainees, offering support and constructive advice</p>		
<p>All Weekly training meetings and targets signed off</p>		
<p>Assessment Profile for a training phase completed with trainee</p>		
<p>Evaluation of training process returned to provider</p>		

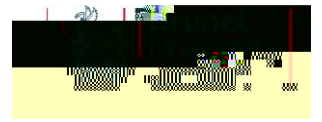


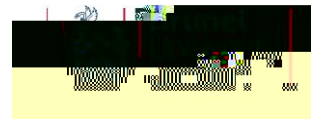


The relevant PROVIDER will facilitate central CPD opportunities at least once a year to support mentors and PCMs in the most up to date subject expertise. This should allow mentors to engage in their own developing research.

A central record will be kept in each PROVIDER of mentors who have received certification. This central record will allow PROVIDERS to check mentors certification to record on their own data base each time a mentor works with their partnership

Please note that in entering into the certification process you are agreeing to share data between the





for

certification

Be approachable, make time for the trainee, and prioritise meetings and discussions with them;

use a range of effective interpersonal skills to respond to the needs of the trainee;

offer support with integrity, honesty and respect;

use appropriate challenge to encourage the trainee to reflect on their practice; and

support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.



	<p>broker opportunities to observe best practice;</p> <p>support the trainee in accessing expert subject and pedagogical knowledge;</p> <p>resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;</p> <p>enable and encourage the trainee to evaluate and improve their teaching; and</p> <p>enable the trainee to access, utilise and interpret robust educational research to inform their teaching.</p>	
	<p>encourage the trainee to participate in the life of the school and understand its role within the wider community;</p> <p>support the trainee in developing the highest standards of professional and personal conduct;</p> <p>support the trainee in promoting equality and diversity;</p> <p>ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and</p> <p>support the trainee to develop skills to manage time effectively</p>	
	<p>ensure consistency by working with other mentors and partners to moderate judgements; and</p> <p>continue to develop their own mentoring practice and subject and pedagogical expertise by accessing</p>	



	appropriate professional development and engaging with robust research.	

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