

FURTHER EDUCATION AND TRAINING

Professional Mentor Guidance

Expectations of the Professional Mentor are:

- Attend meetings with the University Course Leader as required, these are usually in the first week in September for Trainee Allocation, January for a check in, and mid June for End of Year Review. Key dates found [here](#). Student Topic Plan with hand in dates for uni work [here](#).
- Work with the University to allocate placements in departments that are able to support trainees. This work is started in May with some tentative enquiries about departments that may take trainees via google form and firmed in September.
- Ensure that trainees are set up with college email addresses, ID's, work space and all HR requirements that the setting requires.
- Oversee the allocation of mentors including ensuring mentors are supported within their workload to provide guidance and support to a trainee.
- Ensure that there is a clear timetable in place for induction, observation and teaching throughout the year, ensuring that university requirements are met. [The Placement Timetable](#) shows the days on placement and at university
- Induction - students spend the first 3 weeks on placement Monday - Wednesday only and these days should be scheduled in advance of the trainee arrival completing tasks such as safeguarding and other college procedure training, observing a variety of lessons, tour of the college and completing all induction tasks as per their [Induction Checklist](#)
 - Observation - trainees should observe a variety of teaching, teachers, subjects, levels and qualifications. The timetable should be designed in conjunction with the trainee and mentor and the professional mentor may need to help facilitate wider observation than the department the trainee/mentor are in.
 - Teaching - Trainees must complete 150 hours of teaching throughout the course as a minimum. Extra hours for practice and development should be undertaken, but not to the detriment of observation and lesson planning time. A trainee should be in the classroom for a maximum of 12 hours per week, with teaching hours and observation hours included in this. An outline of suggested teaching and observation hours are provided here [Suggested Teaching Hours](#).
- Ensure all mentors understand the importance of attending University Mentor Training Sessions (dates and times outlined in key dates document above)
- Meet with trainees regularly to discuss their experiences. The Professional Mentor Role acts as a line manager for the trainees and the mentors. An example of a [Professional Mentor Programme is here](#). The Professional Mentor should ensure trainees and mentors are happy with their mentor/mentee relationship and that both are adhering to expectations such as:
 - Mentors - allowing trainees to teach and teach with their own style, undertaking weekly support meetings to discuss trainee PDR and development needs, undertaking observations and paperwork in a timely manner.

- Trainees - attending placement at the times required, attending meetings and other duties, planning and marking in a timely manner, providing paperwork as required, acting professionally, following procedures, reflecting on practice, making progress in their areas for development.
- Discuss educational policy and higher level organisation decisions with trainees, in particular in January when they will start their Policy Research Projects.
- Ensure trainees are invited to, and attend college CPD activities including staff meetings, briefings, training days, trips, open evenings, events etc.
- Ensure trainees observe maths, English and SEND delivery as part of their programme.
- Professional Mentor to carry out one joint observation with every subject mentor per year, and observe Mentor - Mentee Meetings. Prioritise new subject mentors early in the process or ensure new mentors get to observe alongside a more experienced mentor/teacher/HoD.
- Professional Mentors are to carry out one formal assessed OTL in the last 2 weeks of the Spring Term using university paperwork for the trainee to submit to their portfolio.

Details of the overarching role can be found in the [Partnership Agreement](#)

Further details about Subject Mentor Requirements and Course Content can be found on the Mentor Information Centre and following to Further Education and then Full Time information for specifics <https://sites.google.com/port.ac.uk/uop-fhss-pgce-mic/home>