**Self-Evaluation Tool for Lead Mentors and Reflective Mentors**

The [National Standards for school-based ITT Mentors (2016)](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/536891/Mentor_standards_report_Final.pdf) below set out the minimum expectations for those working as a school-based ITT mentor.

*\*Please tick the ‘Yes’ column if you are able to meet the standard.*

*\*If you require further support to enable you to meet a standard, please note this in the second column.*

At the end of each school placement, your trainee/s and UVT will evaluate against these criteria.

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| **Standard 1 - Personal qualities** **Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training** | Yes, I am able to meet this standard √ | I require the following support to meet the standard: |
| 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;  |  |  |
| Support the improvement of a trainee’s teaching by modelling exemplary practice in planning, teaching and assessment.  |  |  |
| **Standard 2 – Teaching** **Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs** | Yes, I am able to meet this standard √ | I require the following support to meet the standard: |
| Support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;  |  |  |
| Support the trainee in developing effective approaches to planning, teaching and assessment;  |  |  |
| Support the trainee with marking and assessment of pupil work through moderation or double marking;  |  |  |
| Give constructive, clear and timely feedback on lesson observations;  |  |  |
| Broker opportunities to observe best practice;  |  |  |
| Support the trainee in accessing expert subject and pedagogical knowledge;  |  |  |
| Resolve in-school issues on the trainee’s behalf where they lack the confidence or experience to do so themselves;  |  |  |
| Enable and encourage the trainee to evaluate and improve their teaching;  |  |  |
| Enable the trainee to access, utilise and interpret robust educational research to inform their teaching.  |  |  |
| **Standard 3 – Professionalism** **Set high expectations and induct the trainee to understand their role and responsibilities as a teacher** | Yes, I am able to meet this standard √ | I require the following support to meet the standard: |
| Encourage the trainee to participate in the life of the school and understand its role within the wider community;  |  |  |
| Support the trainee in developing the highest standards of professional and personal conduct;  |  |  |
| Support the trainee in promoting equality and diversity;  |  |  |
| Ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children  |  |  |
| Support the trainee to develop skills to manage time effectively.  |  |  |
| **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 partnerships.** | Yes, I am able to meet this standard √ | I require the following support to meet the standard: |
| Ensure consistency by working with other mentors and partners to moderate judgements;  |  |  |
| Continue to develop your own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.  |  |  |