

Department of Secondary & Further Education

Secondary UG QTS Link Tutor training
AY 24/25



Edge Hill University

Department of Secondary and Further Education

Headlines for 2024/25

- Where mentors are developed and trained, the direct supervision of the trainee by the Link Tutor should be minimal.
- Much of the 'day to day' from 2023/24 remains unchanged.
- The DfE has amended the guidance for 20 hours of mentor training
- Abyassa replaces InPlace for recording QA checks on Secondary. InPlace remains but only for recording the placement and mentor allocation.
- FOEMentoring@edgehill.ac.uk pick up most of the mentor-related checks, recordings, and admin.
- The 'trackers' remain for logging WDS', mentor interventions etc.
- Secondary has the support of 4 Lead Mentors who can support with mentoring, QA, and ITaPs.

Role of the Link Tutor

1. Developing the mentor

- Ensure all mentors have completed their core and placement training, ideally before the placement commences (or within 3 weeks).
- Ensure mentors understand and are supported in their role and the entitlement of the trainee as set out in the partnership agreement. For example, mentoring hours, induction, WDS completion.
- Provide the mentor with feedback at the Quality Assurance checkpoints throughout the placement and record this on abaysa.
- Respond to any ongoing/emerging mentor development needs including those associated with PSPs.

2. QA the mentoring and the mentor assessment of the trainee

- Monitor the progress of the trainee through the curriculum and liaise with PAT/CL as/when appropriate.
- Provide any intervention/support to trainee as a result of the progression monitoring.
- QA the mentoring the trainee is receiving, supporting with any mentor needs, and record QA on Abaysa.
- Liaise with mentoring team and CL for any QA concerns re: mentoring.
- Ensure all data/documentation is complete and accurate on InPlace and/or Abyassa.

3. Supervision of the trainee

- Prior to placement, make introductions to/between trainee and mentor ensuring both understand the role of the Link Tutor.
- Act as a point of contact for the trainee during their placement.

Where mentors are developed and trained, the direct supervision of the trainee by the Link Tutor should be minimal.

Abyassa

- Abyasa replaces InPlace for many of the functions where we have historically used InPlace.
 - **Abyassa: Recording QA checks, providing mentors with feedback, checking WDS, CL/SL/AHoD QA of Link Tutor, monitoring attendance, recording outcome of PP: foementoring@edgehill.ac.uk**
 - **InPlace: Placement allocation, details of mentor, record of training, Link Tutor name**
- Any changes made to the placement record on InPlace (e.g. change of mentor) will be reflected on Abyasa within 24 hours.
- Mentors will be able to view all data entered at QA points so can prepare for their QA checks in advance and view their feedback.
- There are Link Tutor, trainee, and mentor guides to using Abyasa on the mentor space.
- Refresher Abyassa training on 19.12.24 (12-1)

Mentor development 2024/25

- DfE have recently relaxed their guidance over the 20 hours of mentor training.
- Ged Mulhaney and the **mentoring team oversee everything related to mentors**. This is separate from **partnership colleagues who are responsible for allocating and QA placements for compliance**. **Anything related to mentors: foementoring@edgehill.ac.uk**
- Briefings about the mentor developments and funding reforms have been well attended by Secondary partners, however many partners were worried about the 20 hours and the impact on mentors.
- Schools have had a letter from EHU reassuring them that the 20 hours has been removed however we will still do “the basics”
 - **Mentor audit once the trainee is allocated (sent out by partnership and monitored via mentoring)**
 - **Core training (completed asynchronously online by mentors)**
 - **Phase training (completed synchronously by mentors and delivered by LTs)**
 - **QA checks (x4 by Link Tutor throughout placement)**

There are a wealth of supportive, optional modules for mentors to engage with on OMNIS.

Optional and supportive modules for mentors

- Supporting Trainees' Workload and wellbeing
- Target setting and Feedback within the Weekly Development Summary (WDS)
- An Introduction to the Initial Teacher Training and Early Career Framework (ITTECF)
- Behaviour Management for Mentors
- Assessing trainee progress
- Supporting Inclusive Mentoring: with a choice of optional units ADHD, Dyscalculia, Dyspraxia, Dyslexia, EDI
- Intensive training and practice (ITaP)

These can all be accessed via the mentor site

(<https://sites.edgehill.ac.uk/mentorspace/mentor-development/>)

How do I know if a mentor is trained?

Mentor Training 2024

Mentor Training 2024

| Description | Value | Expiry | Partner Status |
|--|------------|--------|------------------------|
| Phase/subject specific mentor training 2024 - Date | 24/09/2024 | | [Edit] |
| Initial Mentor Audit Outcome | Path A | | [View] |

Supervisors

| View | Name | Relationship | Type | Phone | Email | Start Date | End Date | Credentials | Experience |
|------------------------|----------------------------------|-------------------|--------|--------------|--|------------|------------|--|------------|
| Detail | Carl Simmons (Staff) | EDU Link Tutor | Staff | 01695 650916 | Simmonc@edgehill.ac.uk | 02/10/2024 | 13/12/2024 | | |
| Detail | Katie Astley (Curriculum Mentor) | Curriculum Mentor | Agency | | skelsalk@deanery.wigan.sch.uk | 02/10/2024 | 13/12/2024 | Online Mentor Training 2023/2024 Completed | |
| Detail | Nicola Looker (Staff) | EDU Link Tutor | Staff | 01695 657215 | Lookern@edgehill.ac.uk | 02/10/2024 | 13/12/2024 | | |

Mentors who completed the core online training in 23/24 do not have to repeat this for 24/25.

CLs can also run a report on InPlace which shows the mentor training records for their whole cohort.



Part of the Link Tutor role is to ensure that the mentor is confident and skilled in their support of the trainee to ensure the trainee is receiving the best mentoring possible. If your quality assurance identifies that developments are necessary, it's important to share these with the mentor. This must be approached sensitively and constructively.

- Explain your QA role early so that the mentor has clear expectations.
- Be prepared by looking at InPlace for mentor email and training information
- Check Abyasa WDS and lesson observations
- Identify strengths in the mentoring.
- Be clear in what the mentor needs to develop and explain why and how they can do this. Give examples.
- Keep the developments impersonal and trainee-centred.
- Ensure the feedback is given in private, away from the trainee or other colleagues.
- Provide support to enable the mentor to reach the areas for development clearly, timely and effectively.
- Follow up your oral feedback with written feedback in Abyasa – ensure this is the same feedback that you provided.
- Check the feedback has been acted on and thank the mentor for the improvements made.

The 4 points of Quality Assurance for Secondary placements

- **4 points of contact from the LT with Quality Assurance and mentor support as the focus of each.** Abyassa acts as the record that this QA has taken place.
- Prompts/statements to confirm for each QA meeting is provided on Abyassa (which mentors can view)
- Windows/timescales for each visit provided by SL

QA1: Online meeting prior to placement

- Arrangements for any additional support for trainee (for example, if the trainee has a Student Support Plan or a RA)
- Can be combined with QA2 if needed however **any trainee with a SSP, PSP, RA, or repeating a placement should have a dedicated QA1 meeting before the placement commences.**

QA2: Online meeting within 3 weeks of placement commencing

- Verbal and written feedback provided on the quality of WDS' (recorded on Abyassa with mentors shown how to access this)
- Any emerging mentor or trainee support needs

QA3: Observing the mentoring in action (in person or online)

- Verbal and written feedback provided on the effectiveness of mentoring observed (recorded on Abaysa)
- This may be via a joint lesson observation or observation of the mentor meeting (online or in person)

QA4: Final week WDS

- Final week WDS outcome
- Attendance survey completed (TBC)
- Confirmation that placement has been completed.



Quality Assurance 1 (Meeting)

Quality Assurance 2 (Meeting -
Effective use of WDS)

Quality Assurance 3 (Visit)

Quality Assurance 4 (Meeting)

Mentor ensures that experiences provide opportunities for purposeful practice and feedback.

Yes Developing

Last updated: --

If you have answered developing, please add comments below and email foementoring@edgehill.ac.uk

Black - **B** *I* U

Last updated: --

Mentor has ensured that trainees have received their minimum entitlement (WDS and lesson observations).

Yes Developing

Last updated: --

If you have answered developing, please add comments below and email foementoring@edgehill.ac.uk

Black - **B** *I* U

Last updated: --

**Please do not forget to add comments for each of the criteria and observations received. Please see the PPT presentation.

<< Prev

Edit

Supporting trainees: Student Support Plans (SSP) and Risk Assessments (RA) (QA1)

- **Any trainee who has a SSP or who requires a risk assessment will need a pre-placement QA1 meeting.** This is to ensure that we have met all our responsibilities to keep the trainee safe and supported for the duration of their placement.
- It is the responsibility of the trainee to share their SSP with their placement however they are under no obligation to do so (but then can't claim the plan is not being followed...!). However, the LT should know the details of any SSP and the support and reasonable adjustments the trainee would benefit from and should advise the trainee accordingly.
- SSPs are not a 'wish list', however the learning from the Natasha Abrahart case (U of Bristol) puts the onus on the university to do all we can to support the trainee;
 - 'The aim of the SSP is to highlight any additional challenges to study the student may incur as a result of their disability, long-term medical condition and/or mental health condition; and suggest any reasonable adjustments the University can offer to mitigate these challenges. **The student is still expected to meet all module learning outcomes and professional competencies** – any reasonable adjustments are intended to support tutors in enabling the student to do so'.
- **Risk assessments are used for trainees who have life threatening conditions (such as epilepsy, diabetes, heart conditions), mobility difficulties (short or long term) and for trainees who are pregnant.** They should be completed by the Link Tutor in conjunction with the mentor and trainee at the QA1 meeting and reviewed throughout the placement, amended accordingly as/when needed.
- Once completed/updated, they should be shared with AHoD and Jo Penny (H&S Lead for SFE).

Providing mentors with written feedback

- It's the Link Tutor's role to provide ongoing feedback to the mentor both verbally and in writing. This happens at Secondary QA2 & QA3.
- This does not have to be onerous. Written feedback should reflect the conversation you have already had with the mentor and should not provide any surprises. It should identify areas of strength and areas for development and should be worded constructively and sensitively and written TO the mentor (not about them).
- Guidance/prompts are provided for feedback about the WDS' and feedback about the mentoring (via the Link Tutor page)

[Mentor, as an experienced mentor you have worked with [trainee] flexibly to maximise her progress through the curriculum. As a result, [trainee] is receiving a high level of effective mentoring which is helping her to make progress. Your WDS conversations are impactful and the targets and opportunities you are providing are well constructed to focus on the key aspects [trainee] needs to address to be a successful teacher. Many thanks for all the work.

[Mentor], you are providing high quality feedback and setting appropriate targets associated with purposeful opportunities for development. During the weekly mentor meeting, reference was made to the trainee's observation and a helpful discussion followed which identified areas of strength and ways in which practice could be developed with opportunities provided for [trainee] to observe before he 'has a go' himself. The discussion regarding [trainee's] responses to the weekly questions were thorough and meaningful and we discussed that making more use of the key readings each week would assist [trainee] with underpinning their practice with theory and would develop you as a mentor.

Course and placement specific briefings

- In addition to the online training, all mentors will need to undertake placement specific training for 24/25.
- Given most of our mentors work with us year on year, it is expected that the placement specific training will be the main task most mentors will need to undertake.
- All mentor training ppts have been updated for 2024/25 and include ITaP training. CLs will need to amend and make course specific.
 - PGCE Introductory
 - PGCE Developmental & consolidation
 - UG QTS Introductory
 - UG QTS Developmental
 - UG QTS consolidation
 - FE
- We will consider pausing placements where a mentor has not done their training after 3 weeks of the placement commencing and will look to deselect mentors/settings where we have concerns about the mentoring.
- Recording of mentor training will sit with Ged and the mentoring team (foementoring@edgehill.ac.uk) **not the department nor partnership.**

Mentor space for 2024/25

- Updated for 2024/25 to make navigation easier
- Everything related to ITE placements can be found here (rather than split across mentor site and main website) including handbooks, curriculum, links for mentor training bookings, exemplars, abyassa and omnis log ins etc.

- <https://sites.edgehill.ac.uk/mentorspace/>
- Any questions or issues, please contact foementoring@edgehill.ac.uk



Edge Hill University Education Ofsted Outstanding Provider

Mentor Space

Vision & Curriculum Intent Mentor Development Safeguarding Intensive Training and Practice (ITaP) Partnership Information Key Contacts

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Welcome to the Edge Hill University Mentor Space.

Edge Hill University has been at the forefront of teacher education for over 135 years, and today it enjoys the enviable position of being one of the country's most significant providers of education and research for the children's workforce with a reputation for the highest quality provision, partnership working and delivery.


Edge Hill university is graded Ofsted 'outstanding' in all three teacher training age phases. The University was awarded the highest grade for 'overall effectiveness' across primary, secondary, and further education and training. Inspectors judged the quality of education, leadership and management to be outstanding.

Lead Mentors

- The role of the lead mentors includes:
 - oversight, supervision and quality assurance of other mentors
 - design and delivery of training for other mentors
 - close working with trainees during intensive training and practice and the design of such elements
 - oversight of trainee progress throughout the year and identification of interventions or modifications where required
 - in addition, providers may delegate other appropriate functions to lead mentors; for example, the opportunity to work on the design of training curricula relevant to the lead mentor's expertise (e.g. supporting Ebacc trainees with their specialism).
- 1 day per week during term time (30 days per year)
 - Martin Woods (Mathematics): Lathom High
 - Sam Horny (English): Lathom High
 - Adam Holding (Geography): Lathom High
 - Sara Stemp (Science): Dean Trust Wigan (Jan start)
- Overseen by Ged, Mandy Moss (LM Co-ordinator) in conjunction with Sjay and CLs.

Weekly Development Summary

- **The WDS remains the central tenant of our assessment of trainees through their ITE.**
- **It is completed by the mentor in the mentor meeting.** Please pick up and address any instances where this is not the case (trainees should never self-assess themselves!).
- **Secondary WDS' will move to Abyassa and be submitted by the mentor at the end of each week for checking on a Monday.**
- Please continue to log support or intervention on the tracker (mentor or trainee). This also helps to ensure support for mentor and trainee should the Link Tutor be absent.
- Two changes to the WDS for 2024/25
 - Addition of a stand alone question each week 'Q4: Has the trainee has demonstrated the appropriate professional behaviours required of those training to teach? Y/N (*if N, please provide details*)'. This is also included in the yellow box.
 - More structure in the 'further opportunities' box to further support mentors

| Opportunities identified for progress | Based on the curriculum for this week, which skill(s) need(s) development? | How, where, and/or when could the trainee observe, practice and/or receive feedback on these skills? |
|--|--|--|
|  | 1. | |
| | 2. | |
| | 3. | |

Progress Support Plans

- Increase in trainees going onto PSPs compared to 22/23 (75 vs 36 of which 16 were referred to AHoD). **They are there to support you, support the trainee, support the mentor, and maintain the integrity of our awards so please use them.**
- Reasons vary across cohorts and time of the year
 - Non-submission of WDS and professional behaviours (inc. attendance) were the dominant.
- The process is the 'go-to' for **any** ITE progression concerns. In some instances we can still act quicker and be clearer with trainee and mentor on the intent and possible outcome of the PSP.
- Feedback from mentors involved with PSPs is very positive and supportive:
 - '...This year, we had a trainee who was struggling to meet targets and was showing minimal progress despite having considerable staff support and intervention from our school. Having raised these concerns directly to Edge Hill University, they were keen to find the best way to offer further support to our trainee student teacher as soon as possible, this provision is known as a Progress Support Plan (PSP). This plan replaces the Weekly Development Summary (WDS) and focuses on very specific targets for the student to work on. Prior to the implementation of this, the University were quick in responding to my emails/questions/concerns and made the process straight forward. The process was outlined to myself and the trainee via an online meeting where we were able to discuss and set very specific targets, taking account of the student's personal circumstances. After creating the PSP, the University were amazing with communicating with me and I found the whole experience really supportive: both for myself and our trainee. I would highly recommend for other schools to opt for the PSP should they find themselves in difficult circumstances with their own trainees'
- PSPs will move to Abaysa for Secondary placements and will be an online form.
- FE and campus-based will retain the paper version and a copy will be retained in a centralised folder.
- Please log on your course trackers as an intervention (on your course spreadsheet and the PSP tab for your programme)

Progress Support Plans

- Like any process at Edge Hill, the process for putting a trainee on a PSP needs to be followed correctly and ‘by the book’. Not doing so leaves us open to recourse from the trainee (or partner) that we are not following our own process. This can lead to **financial and reputational damage and leaves us open to investigation from the OIA (who can impose further fines and alert the OfS)**.
- ‘Doing it by the book’ extends to:
 - the timescale of the PSP (7 days and then a maximum of 10). PSPs can be ‘paused’ if the trainee is absent but the clocks starts ticking again once the trainee returns.
 - the targets which are set (these should be clear and specific demonstrable actions which are realistic for the trainee to meet by the deadline set and which will get the trainee “back on track”)
 - the support provided before the PSP is started (it should not be the first point of call)
 - the record of the PSP by the Link Tutor(completing the form correctly)
 - communicating to trainee/mentor the intent, process, and possible outcome of the PSP (trainees often claim they were not told the placement could be concluded at short notice and/or multiple colleagues are involved are there are mixed messages)
 - The number of PSPs a trainee has (1 is fine, 2 is a concern, 3 is a major red flag) regardless of if the PSPs are about the same issue, different issues, on placement or on campus.

Where a PSP has not been followed or applied correctly, it will be disregarded and the trainee/placement will continue as usual.

To support, all CLs are asked to include the ‘PSP: Guidance for trainees’ on their Learning Edge and this information is also included in the Professional Practice handbooks.

Progress Support Plans on Professional Practice



A Progress Support Plan (PSP) is the process we utilise when a trainee is not making sufficient progress through their curriculum **despite additional support**.





Who to contact for queries related to professional practice

- Progress of a trainee - Course Lead
- Well-being of an individual trainee - Course Lead
- Abyasa – Guidance in Mentor Space, wakenshh@edgehill.ac.uk or FoEMentoring@edgehill.ac.uk
- In Place – Guidance in Mentor Space, FoEMentoring@edgehill.ac.uk
- Mentoring opportunities - FoEMentoring@edgehill.ac.uk
- Mentor development/training - FoEMentoring@edgehill.ac.uk
- Queries related to future offers of professional practice placements
educationpartnership@edgehill.ac.uk
- Link tutor allocation – Mike Walsh walshm@edgehill.ac.uk

Key

PPQL Professional Practice Quality Lead
FoEMentoring - Mentoring team
AHoD - Associate Head of Department
StSP – Student Support Plans



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Mentor Space



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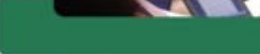
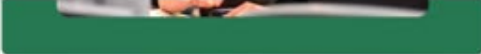
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The Faculty of Education is focused on advancing the discipline and practice of education achieved through, and measured by, high quality teaching and research and through its support for schools and colleges in collaborative research and training partnerships.

Through our partnerships with schools, we ensure that our trainees have strong subject knowledge in the Early Years Foundation Stage and National Curriculum and have the professional skills needed to succeed as teachers. Inclusion and social justice are central to our EE curriculum. We strive to provide an outstanding student experience as well as support you in your future employment opportunities or further professional development, tailoring our programmes of study to match the demands of employers.


We very much look forward to working in partnership with you.



Show AY 2023-24 materials

[Link Tutor login](#)

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Password: !linktutor23!

Scenarios



In your pack you have 8 scenarios.

- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 1



Trainee has had their placement released to them on InPlace however there are no mentor details provided.

- What is the impact of this on the trainee, the LT, and the mentor?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 2



Armed with their contact details from InPlace, the LT emails the mentor to arrange the first QA meeting prior to the placement. The mentor replies saying they are busy with other things that week but they are happy to read up on anything prior to the trainee starting in a few weeks.

- What is the impact of this on the trainee, the LT, and the mentor?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 3



The LT observes the mentor giving feedback to trainee following a lesson observation. The feedback focuses on the 'strengths' and 'areas for development' across a whole range of aspects (inc. subject knowledge, assessment, and behaviour management). The focus of the curriculum for that week is for trainees to be able to demonstrate how to use questioning to address misconceptions.

- What is the impact of this on the trainee, the mentor, and EHU?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 4



Trainee emails Link Tutor and Course Leader at 7pm. They are unhappy with their placement, concerned about pupil behaviour, and don't feel their mentor is supportive. They are sure that if they had a different placement they would feel much better so requests that a new placement is found for them.

- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 5



The trainee has been making excellent progress through the curriculum however in week 35 they are absent due to illness. They are signed off and return in week 37. The LT, mentor, and trainee meet to see what support the trainee needs as part of their return and what opportunities are needed for the trainee to make progress accounting for their absence in week 35 and 36.

By week 38 the trainee is largely back on track however the mentor and LT feel they need more opportunities to practice their use of assessment (which was a focus during week 37) before the PRV in week 40.

- What has been the impact of the actions taken by the LT and mentor?
- What could be the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 6



During week 20 (which occurs during the developmental phase), the mentor indicates on the WDS that the trainee has made progress but this has required additional support. They list additional meetings as the supportive measure. The LT contacts the mentor to see if they require any additional support and sends some resources from a subject association to help with the curriculum for that week.

During week 21, the mentor indicates again that the trainee has made progress but this has required a reduction in their teaching and some team-teaching to focus on behaviour expectations. The LT contact the mentor again to see if they require any additional support and suggests a PSP may be required.

- What impact has the LTs actions had?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 7



Trainees have been given until 5pm on Friday to upload their WDS to InPlace. The LT checks on the Monday morning and there is no WDS uploaded for week 10.

- What is the impact of this on the trainee, the mentor, the LT, and the CL?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

The trainee eventually uploads the WDS for week 10 however in week 11 the same situation occurs again.

- What is the impact of this on the trainee, the mentor, the LT, and the CL?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?

Scenario 8



As part of their weekly Quality Assurance checks, a Course Leader notes that a LT has not entered data for several of their trainees. There is also a number of trainees where the intervention listed is 'emailed trainee'.

- What would be the impact of this on trainees, mentors, the LT, and the CL?
- What is the next cause of action? Who needs to take it?
- Could/should anything different have been done up to that point?