

Mentor Handbook

Lifelong Learning:
In-Service (Part-Time) & Pre-Service (Full-Time)



HUDDERSFIELD



Introduction

Thank you for agreeing to act as a mentor to one of our teacher trainees, providing support and professional guidance during their teaching practice.

This handbook is intended to provide you with important information relating to the Lifelong Learning course in general, and the role of a mentor. Whether mentoring is a new role to you, or you have considerable experience and expertise in supporting others, we hope that you find this handbook a useful guide in assisting you with the role and understanding the details and requirements of the course.

As a mentor, your role is to help the trainee to become a professional teacher. The University hopes that you will assist the trainee to build on their strengths and learn how to become an effective teacher in their specialist subject. Whether you are working and supporting a trainee in a Further Education College, Training Organisation, Adult and Community Learning organisation, Offender Learning setting, a Higher Education Establishment, or a Public Sector organisation, we hope this handbook will support you achieving this role. Trainees may be on an organised placement (Pre-Service) or in paid teaching roles or employed as a volunteer (only In-Service). In-Service trainees will have organised their teaching practice prior to the commencement of the course, as we do not find placements for In-Service trainees.

In-Service refers to teachers employed in the sector without a teaching qualification and to teachers employed in a voluntary capacity. Professional teaching and/or training experience (teaching practice) is provided by their job role. The course is part time over two academic years

Pre-Service refers to applicants without a recognised teaching qualification or employment in the sector who wish to train to teach. Professional teaching and/or training experience (teaching practice) is provided through a teaching practice placement at a placement institution. The course is full time over one academic year. Some partner colleges currently offer a two-year part time pre-service course.

The course is either a one year, full-time course or a two year part time course, in initial teacher training at the University of Huddersfield and our partner institutions, leading to the award:

- Certificate in Education (CertEd)
- Professional Graduate Certificate in Education (PGCE),
- Postgraduate Certificate in Education (PGCE),
- Postgraduate Diploma in Education (Advanced) (PGDipE)

Our trainees are qualified in their specialist subject area although many will have little or no teaching experience, with exception of those in-service trainees who may have been teaching for a number of years. Therefore, practical teaching experience is an integral part of the course; it enables trainees to develop their teaching skills in the wider professional role as well as encouraging them to apply theory to practice within a work-based context.

A range of training materials, resources and course documentation for our mentors is available online: <https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitelifelonglearning/>



In 2023 we were proud to have been recognised as a gold-rated University by the Teaching Excellence Framework (TEF). This framework has been introduced by the Government and aims to recognise and reward excellent learning and teaching.

In the same year, the University won a Global Teaching Excellence Award from the Higher Education Academy (now Advance HE).

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Trainee Journey (Overview)

Pre-Service – One-year Full -Time

Timing	Knowledge and professional behaviours underpinning the modules	Taught Modules	Practice based modules with supported teaching and learning	Personal Development e-portfolio Action Planning and Review
Sept	Values and beliefs	<i>Module 1</i> <i>Research Informed Teaching, Learning and Assessment.</i>		
Oct	Behaviour Management	Context of practice – written and micro-teach	<i>Module 2</i> <i>Becoming a Specialist Teacher:</i>	
Nov	Subject specialism	Research-informed practice – intervention and justification	5 observations e-portfolio development	
Dec	Equality and Diversity		Reflection on an experienced teacher's lesson	
Jan	Social Justice		SOL evaluation	
Feb	English and Maths		Personal skills presentation / Annotated bibliography	Review and Targets 1 (action plan)
Mar	Sustainability	<i>Module 4</i> <i>Curriculum and context (or option module):</i>	<i>Module 3</i> <i>Being a Specialist Teacher:</i>	
Apr	Digital Literacies	Policy presentation	5 observations e-portfolio development	
May	Professional Development		Reflection on innovation and creativity	Review and Targets 2 (action plan) and viva
Jun	Reflective Practice			

			Curriculum evaluation – written assignment	Specialist Conference paper/presentation	
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In-Service – Two-year Part-Time

Timing	Knowledge and professional behaviours underpinning the modules		Taught Modules	Practice based modules with supported teaching and learning	Personal Development Portfolio Action Planning and Review
Year 1		Values and beliefs	<i>Module 1</i> <i>Research Informed Teaching learning and Assessment:</i> Context of practice – written and micro-teach Research-informed practice – intervention and justification	<i>Module 2</i> <i>Becoming a Specialist Teacher:</i> 5 observations e-portfolio development Reflection on an experienced teacher's lesson	
Sept		Behaviour Management			
Oct		Subject specialism			
Nov		Equality and Diversity			
Dec		Social Justice			
Jan		English and Maths			
Feb				SOL evaluation Personal Skills presentation/Annotated bibliography	Review and Targets 1 (including action for Module 3)
Mar					
Apr					
May					
Jun					
Jun					
Year 2		<i>Module 4</i> <i>Curriculum and Context (or option module):</i> Policy presentation	<i>Module 3</i> <i>Being a Specialist Teacher:</i> 5 observations e-portfolio development Reflection on innovation and creativity	Review and Targets 2	
Sept	Sustainability				
Oct	Digital Literacies				
Nov	Professional Development				
Dec					
Jan	Reflective Practice				
Feb					
Mar					
Apr					

May			Curriculum evaluation - written assignment	Specialist Conference paper/presentation	(action plan) and viva
Jun					

About the Course

The teaching practice provides the opportunity for trainees to achieve many of the outcomes for the course, the aims being to enable them to:

- Acquire guided experience in teaching their own specialism
- Develop professional skills and techniques.
- Respond sensitively to individual differences in abilities, attitudes and other related characteristics of students
- Develop expertise in performing the teacher's role in relation to characteristics of the social and contextual dynamics of the classroom
- Acquire personal experience of the structure, organisation and work of setting
- Involve themselves in effective working relationships with staff in the establishment.

Modules

The course comprises four modules at different levels, two of which directly relate to the trainee's teaching practice (Becoming a Subject Specialist Teacher and Being a Subject Specialist Teacher) though as a mentor you will be involved in the trainee's whole journey.

Module title	Course Route, Title and Module Requirement			
	Cert Ed (CertEd)	Professional Graduate Cert Ed (PGCE)	Postgraduate Cert Ed (PGCE)	Postgraduate Diploma (PGDipE)
Research Informed Teaching Learning and Assessment	DFQ8130/5	DFQ8130/5	DFQ8130/5	DMQ8130/5

Becoming a Subject Specialist Teacher	DIQ8230/5	DIQ8230/5	DIQ8230/5	DMQ8230/5
Being a Subject Specialist Teacher	DIQ9130/5	DHQ9130/5	DMQ9130/5	DMQ9130/5
Curriculum and Context or EDI and Social Justice: Curriculum and Context or English as an Additional Language: Curriculum and Context or SEND: Curriculum and Context	DIQ1330 / DIQ1335 DIQ1030 / DIQ1035 DIQ1130 / DIQ1135 DIQ1230 / DIQ1235	DHQ1330 / DHQ1335 DHQ1030 / DHQ1035 DHQ1130 / DHQ1135 DHQ1230 / DHQ1235	DMQ1330 / DMQ1335 DMQ1030 / DMQ1035 DMQ1130 / DMQ1135 DMQ1230 / DMQ1235	DMQ1330 / DMQ1335 DMQ1030 / DMQ1035 DMQ1130 / DMQ1135 DMQ1230 / DMQ1235

As a subject specialist mentor, you will not normally take part in the formal tuition and assessment of your trainees work on the course but will provide support and guidance as the trainee progresses, particularly in relation to teaching and learning within the specialist area. However, we do strongly advise all trainees to discuss all elements of the course with their mentors, as reflective practice strongly underpins the course ethos.

The focus of the first practical module (Becoming a Subject Specialist Teacher) is on the development of a trainee's teaching skills and their ability to apply theory and general pedagogical principles to practice. The second practical module (Being a Subject Specialist Teacher) provides trainees with the opportunity to further develop their experience of teaching and broaden their participation in the role of a professional within the sector. We strongly advise that mentors try to support a broad range of teaching experiences (different levels, different students and different settings) for trainees in their subject area. This is to enable trainees to demonstrate an increasingly critical, reflective and analytical approach to their practice and the wider professional role.

Teaching Practice

A trainee's teaching can include teaching whole classes, team teaching, small groups and one to one work, which may be delivered through a variety of media. Where possible this experience should be diverse and must include opportunities to observe other teachers. Trainees with limited or no teaching experience should be phased in, taking on increasing responsibility for planning and delivery throughout the length of their course.

Alongside classroom experience, we would ask that trainees are encouraged to become involved with the department to broaden their experience of the full role of the teacher. This may mean attending course team meetings and staff development, or other forms of CPD as required.

Trainees are required to log at least 250 hours on placement (Pre-service) or at their place of work (In-service) of which at least 150 hours should be teaching (75 teaching hours in each of the two practice-based modules). In each of the two-practice modules trainees should also complete at least 50 hours of additional activities undertaken to provide a wider experience of the role of the teacher in the Lifelong Learning sector. These should include observation of other teachers and could also involve attendance at team meetings, staff development, assessment, moderation and standardisation, open days, curriculum development activities, field trips etc.

Trainees are also encouraged to experience online teaching, where possible, throughout the placement equating of up to 20 hours.

Expectations of Trainees

During the trainee's time on the course, we would expect them to demonstrate appropriate standards of professional behaviour and commitment. In particular they will need to;

- Meet the Professional Standards – see Appendix 2
- Develop their awareness and understanding of the setting and organisation in which they work and of the teachers with whom they work,
- Participate in an active teaching role,
- Fulfil the other duties and responsibilities associated with their teaching role,
- Show a professional attitude,
- Seek out and be receptive to feedback and support from their mentor and other staff,
- Prepare, maintain and evaluate schemes of work, lesson plans and assessment records for all of their teaching,

- Demonstrate a commitment to reflect, evaluate and develop their own performance.

Progress, problems or concerns

Mentoring should be a supportive and developmental process for all involved, however, we recognise that sometimes problems can occur in the process and concerns may need to be raised. In the first instance we would encourage concerns about the progress of trainees to be raised locally, with the trainee, as a learning development opportunity. This may involve the drafting of an action plan to address areas of weakness with appropriate timescales for these to be addressed.

If you still have concerns that progress is not being made, then you should contact the designated person at your centre or the University. Each centre, including the University, will have a designated person that you can contact if you have any concerns about professional conduct or trainee progress. This may be the Course Leader, or the Centre Manager, please familiarise yourself with this contact at the start of the course.

Professional Conduct

If you have any concerns regarding professional conduct, including attendance and punctuality please contact the designated person, as above, as soon as possible. Trainees are expected to follow the institutional absence procedure, being punctual and maintaining a professional level of conduct at all times. If a Pre-Service trainee has unauthorised absences from their placement, the designated contact should be informed.

Role of the mentor

A mentor would normally be a suitably qualified and experienced teacher who understands the requirements of teaching/training in the subject area; a critical friend for the trainee who is able to provide advice, guidance and constructive feedback and someone available to meet the trainee regularly to discuss their progress and development needs.

Mentor training and support

Whether our mentors have previous experience, or are new to the role, we feel it is important to provide all mentors with appropriate and relevant training to support them and provide specific information relating to the Lifelong Learning teacher education course.

To enable this training to be widely accessible to our mentors, we provide different ways of accessing the training and supporting materials. Training is offered online, through Microsoft Teams. This training is required to be attended by all our mentors.

Course specific training can be accessed online via our mentor resource site:

<https://www.hud.ac.uk/the-university/teacher-training-partnerships/mentoringitlifelonglearning/>

We ask that mentors undertake the training as soon as possible in the academic year to ensure they are best placed to provide the level of support trainees require in the initial stages of their course. This also allows our academic staff to answer any queries or

concerns you may have and provide you with all of the relevant information prior to completing any observations.

Working with trainees

All our trainees will require support and guidance during their teaching practice however, the nature of that support and guidance will be dependent on the individual trainee, the stage they have reached in their teaching and their overall progress and development.

Trainees should be encouraged to work with different student groups, courses and levels within the provision, which at times, may extend beyond a trainee's specialisms. Trainees are expected to be actively involved in the development of their teaching skills, the extent of which may vary depending on the needs, experience and role of each individual trainee and their mentor.

Mentors can assist the trainee in the following areas:

- Induction within the specialist department
- Support trainees to develop and accessible curriculum or learning experience for their students
- Help with planning at lesson and course level, including reviewing lesson plans and materials
- Providing help and advice on the design and production of learning resources
- Support embedding and developing learners, transferable skills within their teaching
- Access to module/unit specifications and resources
- Provide constructive feedback, especially relating to subject specialist pedagogy.
- Development of the trainee's teaching and their general progress as a teacher
- Support and identification of problems and where appropriate, liaison with tutors or Centre Managers

Trainees discuss their progress and development on a regular basis with their personal tutor. An important aspect of those meetings will relate to their teaching practice and the wider teaching experience. Trainees should also have the opportunity to meet regularly with their mentor to discuss their progress and development. The key action points agreed at these meetings should be recorded by the trainee in the mentor meetings section of their ePortfolio.

Alongside mentoring support, trainees may need general support, including;

- Opportunities for the trainee to learn more about the setting and organisation, with the mentor acting as a gateway to other people and sources of knowledge in the institution
- Helping the trainee to evaluate their own teaching in relation to increasing their insight into the wider role of the teacher
- Challenging the trainee to face up to opportunities and problems and to recognise personal strengths and weaknesses
- Discussing with the trainee strategies and issues appropriate to maintaining and managing an effective learning environment relevant to them
- Observing the trainee teach and using this as a basis for providing constructive feedback, so facilitating the development of their teaching effectiveness
- Enabling the trainee, when appropriate opportunities arise, to broaden their outlook and experience e.g. attend certain meetings, observe more experienced colleagues, become involved in projects and other developments
- Encouraging the trainee and helping them to develop the skills necessary to evaluate their own performance in the teaching role and to explore this further through Reflective Practice
- Providing the challenge for the trainee to take the next step in their professional development and growth
- Writing reports and/or references regarding the trainee's progression

Supporting Trainee Progression

For trainees with limited or no teaching experience, mentors might consider allowing trainees to gain experience of some or all of the following in order to support their progression whilst on teaching practice:

- Circulating among learners, working independently or in small groups to assist with a task already set up by the class teacher
- Taking responsibility for the work of a segment of the class, such as half of a learner group
- Running recap or plenary sessions
- Observing a teacher for the introductory half of a session and then, by prior arrangement, 'picking up' and teaching the rest of the session to its conclusion

- Team teaching, where the teacher and trainee alternate their contributes to exposition, handling Q & As or managing task-based work
- Teaching every second or third lesson, before working continuously with a group.

Observations

The trainee's teaching is assessed and they must have a minimum of five successful observations for each module (ten in total for the course). In general, it should be a trainee's responsibility to ensure that the required observations are completed. Observers will need to take account of the stage of development of the trainee they are observing. For example, trainees in the early stages of their development may be focussing their efforts on the 'basics' such as planning, communication etc, particularly if they have no previous experience of teaching. Feedback provided should reflect the trainee's stage of professional development.

Trainees should be observed by:

- Experienced observers (eg teacher educators, college observers) – 2 per module
- University approved tutors – 2 per module
- Mentors or other subject specialist teachers – 1 per module

An observation should last at least an hour, or the duration of the lesson if less than an hour.

Before an observation, the trainee should provide the observer with a copy of their lesson plan and resources.

They should have also completed their Observation Planning Document to include a rationale and plan for the lesson, development points from previous observations and how these have been addressed, along with anything the trainee would like the observer to particularly comment on in the feedback. The trainee should also provide copies of any teaching resources they are using.

The observer should complete written feedback on the observation feedback form. The feedback should identify key strengths and development points for the trainee based on the lesson observed. It is not a requirement for observers to complete every aspect of the form; for example, a specialist tutor may want to focus on the subject specialist element of the session. However, if any elements are not completed it would be helpful to indicate why.

After an observation, the observer should endeavour to provide the trainee with verbal feedback as soon as possible. Further to this, observers may wish to leave the trainee with written feedback, whilst others may prefer to type up their written feedback and send it to the trainee later on. Following this feedback, trainees should complete reflections on their teaching observation. This should enable trainees to consider the feedback they have received and understand how it could be used to develop their teaching practice before their next observation.

The trainee should upload all the completed documentation and feedback for each observation to their electronic portfolio. This documentation could be a useful focus for discussion during mentor meetings where trainee progress and development are reviewed.

Joint Observations

During the course of a trainee's teaching practice, it is recommended that the mentor and university tutor perform a joint observation for professional development and quality assurance purposes. If a mentor is new to the role, it is advised that this takes place in the early stages of the placement.

Grading

Individual observations are not graded.

What to do if an observed session is weak or inadequate

Teaching is often unpredictable, and lessons do not always go as planned. If an observed session is considered weak or inadequate, or the trainee has not met acceptable standards for the stage of development in their course, trainees should be given the opportunity to be re-observed as soon as possible. If there are still concerns following the re-observation, the personal tutor for the trainee should be informed as soon as possible. The personal tutor should discuss the issues with the trainee and arrange for them to be observed again as soon as possible.

The personal tutor should discuss the issue with the trainee and arrange for the trainee to be observed by a different observer. Where observers have any concerns about the practice of a trainee teacher, either in an observed lesson or more generally, they should contact the relevant teacher education team/ personal tutor as soon as possible.

Key things to remember during an observation

- Observations and feedback should be constructive and developmental, and take account of the stage the trainee has reached in their training
- Documentation is provided for observations and when completed should include clear action points for the trainee's development
- Individual observations are not graded

Documentation

Trainees are expected to maintain a teaching file in each of the two teaching practice modules which includes evidence of planning, resources and reflection relating to their teaching practice. The file should include:

- an ongoing log of teaching hours (75 hours per module)
- teaching observation reports (a minimum of five per module)
- records of discussions with their mentor, including subject specialist issues
- documentation relating to teaching the trainee has undertaken which is likely to include schemes of work, lesson plans, learner profiles, resources, monitoring and assessment processes, feedback and trainee's reflections on their teaching
- Personal Development Plan / ePortfolio records
- Placement report form

ePortfolio (PebblePad)

Records of assignments, teaching files and teaching related experiences will be kept in a PebblePad Workbook which forms the e-portfolio. The e-portfolio also incorporates trainees' Personal Development Plan (PDP) for the Initial Teacher Education course. Professional development and learning, achievements, progress and action plans can be tracked in the Review and Targets section. Tutors and mentors will use the e-portfolio as the basis of discussion about trainee progress as a teacher and it should therefore be kept up to date by the trainee so that it can be regularly reviewed. Trainees should aim to keep all work (e.g. assignments being worked on, lesson plans, lesson resources, notes, observation feedback, mentor meeting records etc.) in the Assets section of PebblePad. The stored work can be linked or uploaded to the relevant sections of the e-portfolio. Any work stored here can be kept after the course has finished.

It is recommended that, where possible, mentors view trainees' work and progress through the ePortfolio system, PebblePad. This should include observation documents, feedback, cumulative teaching hours and records of mentor meetings.

Teaching Report Form

The Teaching Report Form should be used to provide a summary of a trainee's progress, development and any areas of concern at two key points during professional teaching experience in the practice-based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching

module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. You may wish to discuss your comments with the trainee and/or his/her personal tutor.

Although professional teaching experience/placement staff are not required to grade individual trainees, the comments within the form will provide the trainee with evidence towards their assessment process.



Trainees are required to upload the completed forms to their ePortfolio for review by their personal tutor. (Please see appendices for a copy of the Teaching Report Form).

Hints for all staff working with trainees

When we have spoken to our previous trainees, they have highlighted different things that they feel they need to support them, and to allow them to succeed in their placement. A summary of previous trainees' feedback can be seen below.

What trainees say they need

- Genuine interest in their development
- Support and encouragement throughout their placement
- A mentor who is respected by students and who they can be inspired by and learn from
- Continuous feedback, both positive and constructive
- Somebody who will keep them involved from the outset and make clear what is expected
- Someone who takes a genuine interest in them as an individual, as well as a trainee
- A mentor who is approachable and willing to give constructive criticism
- Consistent support, structure and guidance
- A mentor who will set them realistic and achievable aims
- Someone who will be friendly and put them at their ease in a new environment

- Someone who is willing to gain an understanding of their abilities, strengths and weaknesses
- Subject-specific help about how to present particular topics

What causes anxiety for trainees?

- Being assessed, e.g. teaching the class and being observed on their performance
- Teaching groups of mixed ability and motivation
- Being confident in their subject knowledge to be able to teach it to the required standard
- Being confident in their subject knowledge to answer students' questions
- Standing up and teaching in front of a room full of people
- The amount of time it will take them to prepare their first lesson once they know what subject matter they will have to teach
- Maintaining a high level of self-confidence
- Being and/or looking a similar age to many of the students
- Getting a good job at the end of the course
- Standing up and presenting material. Does it get easier?
- Generating interest and a stimulating, animated classroom environment from dry, theoretical, subject matter.

Appendix 1: Teaching Report Form

School of Business, Education, and Law Cert Ed/PGCE/PGDipE Lifelong Learning Teaching Report Form

This form should be used to provide a summary of a trainee's progress, development and any areas of concern at two key points during professional teaching experience in the practice based modules. The first report should be completed at the end of Module 2 (Becoming a Subject Specialist Teacher followed by a final report at the end of Module 3 (Being a Subject Specialist Teacher).

The trainee should invite staff who have worked with them during their professional teaching experience (such as specialist mentors, tutors, observers, etc) to provide feedback on their performance in a range of competencies and how they are developing over the teaching module period. The form may be copied and completed individually by all staff who have worked with the trainee, or presented as a combined report. **You may wish to discuss your comments with the trainee and/or his/her personal tutor.**

Although professional teaching experience/placement staff are not required to grade individual trainees, the comments within the form will provide the trainee with evidence towards their assessment process.

A copy of this form should be included in the relevant teaching file and submitted to the trainee's PERSONAL TUTOR.

Name of trainee teacher	Form completed by: Name: Position:
Location of teaching professional experience	Dept./Section
Period of report (tick as appropriate): Module 2 (first report) <input type="checkbox"/> Module 3 (final report) <input type="checkbox"/>	Personal tutor

Comments:

Each section includes some prompts for guidance but please provide any relevant comments which you think are appropriate.

Attendance (tick as appropriate)	Excellent	Good	Poor
Punctuality (tick as appropriate)	Excellent	Good	Poor
General progress and contribution to the department			
Relationships with staff <i>(Ability to work in a team, collaboration, use of initiative)</i>			
Range of teaching experience undertaken to date <i>(courses, levels, modules, groups)</i>			
Subject / Curriculum knowledge <i>(Is it relevant, appropriate and current?)</i>			
Planning, organisation and time management			
Use of a range of appropriate teaching techniques and resources <i>(including willingness to try different approaches)</i>			
Interaction with students <i>(Ability to generate interest, manage and motivate students)</i>			
Student assessment and record keeping <i>(Ability to assess student progress and maintain relevant records)</i>			
Response to feedback <i>(including ability to seek and ask advice, action planning)</i>			
Extra curricula activities and experience of wider tutor role <i>(attendance at meetings, events, activities outside timetabled sessions.)</i>			

Key areas where trainee has shown progress and development	
Key areas where trainee needs further experience	
Any areas of concern	

Main Recommendations and action points: to help further the trainee's development.
(It may be helpful to refer to trainee's action planning in their Personal Development Plan/e-portfolio)

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Mentor YES () NO () [please tick]

Subject Specialist YES () NO () [please tick]

Other please specify YES () NO () [please tick]

Signed	Date
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This form is part of the trainee's claim that outcomes have been achieved. Your comments are much appreciated and will be helpful in the trainee's progress and development planning. Thank you

Appendix 2: Institute for Apprenticeships and Technical Education – Learning and Skills Teacher Occupation Standard

Knowledge

- K1:** The pedagogical theory and how to apply this theory to practice
- K2:** How to support contextualized opportunities to develop English and Maths
- K3:** The principles of designing, planning, and organising curriculum
- K4:** Methods for creating and adapting inclusive learning resources
- K5:** Evidence-informed inclusive teaching, learning and assessment strategies
- K6:** Strategies to engage and challenge all learners
- K7:** How to implement ongoing initial and diagnostic assessment to inform planning and progression
- K8:** Techniques to involve learners in taking ownership of their own progress
- K9:** Principles and practices of assessment and feedback
- K10:** How to promote and foster a safe and supportive learning environment
- K11:** Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment
- K12:** The range of support available for learners related to health, wellbeing and safeguarding
- K13:** Sources of current information, advice, and guidance to support progression opportunities for learners
- K14:** The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks
- K15:** Techniques to develop collaborative relationships
- K16:** Communication techniques and how to adapt these for different audiences, including leading difficult conversations
- K17:** Coaching and mentoring principles and techniques
- K18:** Strategies for quality improvement
- K19:** Ways to access personal and professional development, and to maintain sector and/or subject specific currency
- K20:** Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety

Skills

- S1:** Integrate subject and pedagogic research into teaching activity to enhance teaching and support changes of practice
- S2:** Identify, consider and take steps to minimise the impact of barriers to learning
- S3:** Contextualise English and mathematics in a way that promotes understanding of key topics
- S4:** Use a variety of teaching and assessment methods depending on the learning environment and learners' needs
- S5:** Encourage learners to set challenging goals
- S6:** Promote understanding of equality and diversity and sustainable development
- S7:** Demonstrate through their teaching the wider context (policy, economic, societal, technological, legal, cultural and environmental) of the subject, recognising the implications for professional practice
- S8:** Design and use resources that are inclusive and add value to learners' development
- S9:** Engage and inspire all learners
- S10:** Identify and set outcomes to enable each learner to achieve or exceed targets
- S11:** Provide ongoing learner feedback
- S12:** Use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey
- S13:** Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change
- S14:** Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners

- S15:** Support the implementation and execution of safeguarding procedures and promote the welfare of children, young people and/or adults in accordance with statutory provisions
- S16:** Prepare learners for their transition through education, further training, and into employment
- S17:** Comply with internal and external regulations, legislation and guidance, such as: teaching, learning and assessment, recording, storing and sharing information relating to learners
- S18:** Adapt communication style, method, and terminology to reflect the needs of the audience including individual learners, colleagues, stakeholders
- S19:** Engage learners to establish standards of behaviour, mutual respect and safe working
- S20:** Challenge learners to address inappropriate behaviour or viewpoints
- S21:** Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development (CPD)
- S22:** Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice
- S23:** Manage workload through preparation and prioritisation, time management, and responsiveness to change
- S24:** Act within, the statutory frameworks which set out their professional duties and responsibilities
- S25:** Use innovative and up to date digital and online technologies in a way that is safe to improve teaching, learning and assessment

Behaviours

- B1:** Be resilient and adaptable when dealing with challenge and change, maintaining focus and self-control
- B2:** Underpin their practice by reference to professional standards and evidence-based teaching and learning
- B3:** Committed to continuous professional development
- B4:** Act in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students and stakeholders
- B5:** Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries
- B6:** Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism