**BCU ITE Partnership Mentoring Policy**

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BCU Strategic Leads for Partnerships quality assure the role of Mentors across the BCU ITE Partnership all school-based training. Mentors will undergo the outlined stages of training below within a given academic year.

**To ensure a high quality of school-based training mentoring across the BCU Partnership’s schools / colleges are required to ensure that all mentors understand the following requirements as being central to their role.**

1. **Lead mentors in a school / college will provide the BCU Education Partnerships Team with up-to-date details of all mentors involved in training BCU trainee teachers before any Mentor Training Events** - this includes:
   1. The name and contact details for the Lead Mentor,
   2. Each class / subject mentor’s full name,
   3. Each class / subject mentor’s role in the school/ college,
   4. Each class / subject mentor’s email address.

This information is usually provided on the placement offer forms at the start of each academic year– but it should be noted that lead mentors are responsible for notifying the BCU team of any updates or changes of mentors as they occur during the year.

1. **All mentors download and review the phase specific BCU Mentor Handbook** – available on the BCU Partnership Webpages.
2. **All mentors attend designated Core Mentor Training Events[[1]](#footnote-1)**:
   1. Class / subject mentors will usually have a choice of 2 dates for these events which are scheduled every term
   2. Following each event Lead Mentors will be send an online form to confirm with the BCU Education Partnerships Team the names and dates that all their mentors attended.
   3. If a mentor is unable to attend any such event, the school / college’s Lead Mentor will ensure that the class / subject mentor actively reviews the training materials on the BCU Partnership Webpages.
3. **All mentors submit and save a copy of the BCU Mentor Tracker** at the end of the fist Mentor Training Event they attend.
   1. BCU Mentor Trackers will be emailed to all Lead Mentors and class / subject mentors immediately after the relevant Mentor Training Event.
   2. Each school-based mentor is requested to return their BCU Mentor Tracker within 10 working days to the relevant Strategic Lead for Partnerships.
   3. Upon receipt of BCU Mentor Trackers mentors will be issued with a ‘BCU Certificate of Attendance’ for their Introduction to BCU Mentor Training.
   4. BCU Mentor Trackers will be used by the BCU Strategic Lead for Partnerships to inform future Mentor Training Events over that academic year.
4. **Class / subject mentors attend at least 2 phase / subject specific mentor drop-in sessions**. These sessions are signposted on the BCU programme calendars and led by phase / subject leads. Sessions will:
   1. Reflect on phase / subject specific research to support their understanding of the BCU curriculum.
   2. Guide class / subject mentors around ways to use the BCU Curriculum themes and priorities within the context of a school-based training placement.
   3. Attend to specific issues relating to trainees in their context.
5. **All mentors submit an evaluation** relating to the impact of training and support to develop their mentoring of BCU trainees at the end of the academic year.

**Optional support for mentors is available at two levels:**

Mentors can review their BCU Mentor Tracker at the end of each terms’ Mentor Training Event.

1. They will be able to reflect on their practice and identify areas of development since the previous term’s submission.
2. Updated BCU Mentor Trackers will be emailed to the relevant Strategic Lead for Partnerships.
3. Upon receipt of BCU Mentor Trackers, participating mentors will be issued with a ‘BCU Certificate of Attendance’ for their Term 2 / 3 BCU Mentor Training.

**Level 2.**

Mentors can enroll on a fully funded BCU Master’s Module on Coaching and Mentoring (EDU7362).

1. This is an independent programme of study at Level 7 accessed on a BCU Moodle page.
2. Mentors review the context of Education Mentoring in current policy and practice and consider their practice with reference to the BCU Mentor Tracker; they critically reflect on academic research around the role of school-based mentoring; and then critically reflect on a critical incident within their mentoring and how research has informed their development in this context as a mentor.
3. The module is 20 credits towards a BCU Masters in Education.
4. Upon completion, Mentors will bank their credits and receive a BCU Mentoring and Coaching Certificate of completion.
5. Graduating mentors may be asked to commit to up to 3 hours further to support and lead other mentors undertaking this programme of study across the BCU ITE Partnership and will receive payment as a BCU Associate Tutor for this role.

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1. For Undergraduate mentors this is modified in terms of class/ subject mentors attending one core Mentor Training Event relating to the cohort the school / college has committed to on their SBT offers forms. For PGCE class/ subject mentors this will be three core Mentor Training Events – one for each term. [↑](#footnote-ref-1)