MENTORING PROCEDURE HANDBOOK
for Mentors and Mentees completing Initial Teacher Training Qualifications within Work Based Learning
Introduction

This handbook outlines the procedures for subject specific mentors for our Lifelong Learning trainee teachers within work-based learning. This is a developmental and supportive role and a key factor in the new Lifelong Learning Initial Teacher Training qualification. As part of our support programme you will be invited to attend a 3 day Mentor Award. The Award is validated by the University of Warwick and carries 10 Credits at NCF 4 or university level one (this is at the level of first year undergraduates and would also fulfil the minimum of 30 hours CPD requirement for The Institute of Learning.

Mentoring is not a new concept but it has taken on a fresh importance as a result of three recent developments.

In 2003, Ofsted and FEnto both carried out major inspections of initial teacher training courses and providers. They found that, in a significant number of cases, the support for trainee teachers was not formalised or adequate.

In 2004, the Dfes published a paper entitled ‘Equipping Teachers for the Future’. This highlighted that the mentoring of trainee teachers was essential for both developing their subject knowledge and teaching skills.

From September 2007, the Sector Skills Council for Learning and Development, Lifelong Learning UK (LLUK) is implementing new teaching qualifications for all new teachers. As part of this all new teachers will be mentored.

If you have any queries at any time, please contact your mentor co-ordinator, Kim Cook on 07917 631342 or email kim@hwstpa.co.uk.

What is mentoring?

A ‘mentor’ has become synonymous with trusted adviser, friend, teacher, wise person, the Oxford Dictionary defining it as: “experienced and trusted adviser”.

Mentoring has been an established tool/process used by organisations to develop individuals helping them reach their potential. However for most, the process is informal and is defined by the mentor assisting the mentee to discover something new about their capabilities and self.

Many definitions of ‘mentoring’ have been offered, but its very nature has defied definition, as it has been used in different establishments through different systems. This has given those taking part varied experiences and different support mechanisms.
The Mentoring Process

Recruitment and preparation of Mentors
- Applications
- Profiles/CV
- Experience
- Database/Bank
- 3 day training course

Recruitment and preparation of Mentees
- Website
- Handbook
- Application form
- Referral from course tutor

Matching based on
- Geographical location
- Occupational Sector
- Availability
- Speciality (i.e. skills for life)
- Mentoring Agreement

Scheme
Mentoring Sessions - Dates arranged by mentors/mentees/tutors
Minimum 2 hours per meeting × three terms per year × number of years on training programme
i.e. DTLL three year course
2 hours × 3 terms × 3 years = 18 hours

Activities
- Observation
- Assessments
- Action Planning
- Reflection

Quality
- Evaluation
- Feedback from mentors/mentees
- Standardisation meeting
- Review & Reflect

HWSTPA Mentoring Scheme

Operational Procedures
All work based learning mentors involved in mentoring within Initial Teacher Training must be registered with HWSTPA (Herefordshire, Worcestershire & Shropshire Training Providers Association) by completing a Mentor Application Form which will be retained by the association and recorded on a database.

To meet work based learning mentor requirements a Mentor Job Description and Person Specification is available.

Mentors who attend the 3 day Mentor Award qualification through the association will have their details entered onto the database and into the ‘bank’ of mentors which will be used for matching mentors to mentees. All other mentors will have the option to join the bank of mentors if they choose.

Mentors attending the 3 day course will undertake an Initial Skill Scan prior to commencing the course and a Skill Evaluation on completion of the course and will receive financial support, as part of the Mentoring Trial.

In house mentors will be actively encouraged; however, the ‘bank’ of mentors will help, advise and support Work Based Learning Association members who lack the resource to develop in house mentoring within their organisations. First line managers will be discouraged from mentoring their own employees.

Administration of the bank will be undertaken by the HWSTPA Mentor Coordinator under the articles of membership.

All mentors with allocated mentees must sign a Mentoring Agreement with their mentee, prior to commencement of mentoring, which will be retained by the association.

Visit Requirements
All mentees, mentors, tutor and employers will be given a recommended minimum and maximum time allowed for mentoring support between mentor and mentee which will form part of the agreement.

As a minimum - One initial meeting (2 hours)
One middle year meeting (2 hours)
One year end meeting per academic/calendar year (2 hours)
E.g. DTLLS three year course 2 hours × 3 terms × 3 years = 18 hours

Additional online/virtual mentoring by e-mail or telephone, as appropriate, will be provided throughout the year.
Review Meetings

Review meetings are the central function allowing discussion on experiences, giving and receiving feedback, exploration of issues and talking through options for future action and development. The mentor acts as facilitator/enabler through skilful questioning, a non-directive, non-judgemental approach and the use of different strategies. All this needs to happen within an agreed framework around a clear purpose or purposes.

A Reflection Log and Action Plan must be completed by the mentee at every visit, with a copy forwarded to HWSTPA mentor coordinator.

Observation of teaching – Mentors may need to observe their mentees teaching practice during the length of the programme.

HWSTPA will organise Standardisation Meetings twice yearly, to which all mentors will be invited, to enable sharing of good practice and CPD (Continual Professional Development).

Evaluations

An Ongoing Evaluation Review form will be completed at the 2nd visit which will be sent out to the mentee by HWSTPA mentor coordinator.

An Exit Evaluation Form will be sent to the mentee by the HWSTPA mentor coordinator on completion of the mentoring relationship.

All paperwork will be issued by HWSTPA and will be shared between the mentor, mentee, course tutor and employer if required.

HWSTPA will also provide arbitration in cases of disputes and issues surrounding the group mentors.

Mentor Application Form
(to be completed by all mentors)

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<tr>
<th>Full Name</th>
<th>Male/Female</th>
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<td>Address</td>
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<td>Daytime</td>
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<td>Mobile</td>
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<td>Email</td>
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<td>Employer Name</td>
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<td>Occupation/Job Title</td>
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<td>Do you have a full driving licence? Yes / No</td>
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<td>Please briefly describe your work:</td>
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<td>Job/Teaching related Qualifications: Please list any relevant to the programme:</td>
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<td>Please describe any special interests or occupational sector experience which may be helpful in matching you to a mentee:</td>
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<td>Outline the reasons why you would like to be a Mentor.</td>
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<td>Do you have any experience relevant to being a Mentor?</td>
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<td>Would you like any development/training in order to carry out the mentoring role?</td>
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<td>Are you able to give a 3 year commitment? Yes / No</td>
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<td>Are there specific days and times that you are unavailable?</td>
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MENTOR RELEASE STATEMENT
I, the undersigned, hereby state that as a Mentor, I agree to abide by the requirements of the Programme. I understand that the program involves spending a minimum of two hours, 3 times each year, with my mentee. Further, I understand that I will attend a 3 day mentor training session.
I have read the Mentor Handbook and agree to work in accordance with the scheme.

(Signature) ___________________________ (Date) __________________
Job Description
Mentor in Work Based Learning

Organisations: Work Based Learning Providers

Main Purposes of Role:

• Provide opportunities for reflection and self evaluation by mentees.
• Support mentee’s planning for further improvement.
• Support mentee’s planning for teaching and delivery to include observation and feedback.
• Prepare for and engage in professional dialogue. (2 way conversation)
• Understand the mentee’s role, context and teaching.
• Understand the organisation’s systems and work appropriately within these.
• Establish appropriate role and link with line manager(s).
• Link with mentee’s tutor where necessary.
• Use training programme documentation where required.
• Offer advice and guidance when appropriate e.g. signposting to useful resources.
• Support development of mentee’s independent learning skills to include; problem solving; understanding research processes, self-managed learning.
• Develop own skills and knowledge in relation to:-
  - Interpersonal communications (coaching and mentoring)
  - Education policy context
  - Own industry subject teaching practices

Key Accountabilities:

• To use specialist skills to assist identified mentees in the classroom with their learning by providing appropriate support under the direction of the tutor.
• To act as an advocate for mentees who have difficulty in expressing themselves.
• To assist mentees with their identified personal needs where those needs cannot be reasonably met by themselves.
• To be involved in a planning cycle with vocational tutors regarding the needs of participating mentees.
• To assist mentees in accessing additional learning resources and materials.
• To keep appropriate records regarding the learning and support of the students.
• To comply with the requirements of the Health and Safety at Work Regulations. To take reasonable care for the Health and Safety of him/herself and for others affected by his/her work and to co-operate with the provider in ensuring that the Health and Safety responsibilities are carried out.

Person Specification
Position Title: Mentor for Teacher/Trainers

Organisations: Work Based Learning Providers

Qualifications / Training:
It is essential that the Mentor has:
• A good standard of education. (NVQ Level 4 or equivalent)
• Minimum 2 years work based learning experience.
It is desirable that the Mentor has:
• Qualification/experience in teaching/training. (Cert Ed/PGCE or equivalent)

Experience / Knowledge:
It is essential that the Mentor has/is:
• Supportive and Flexible with time to commit to the mentee and to support them in setting appropriate goals and methods of assessing progress in relation to the goals.
• Able to evaluate the outcomes of the process, using objective measures wherever possible to ensure the relationship is successful and the mentee is achieving their personal goals.
• Knowledge and understanding of DTLLS requirements.
• Able to use questioning techniques to facilitate mentee’s own thought processes in order to identify solutions and actions rather than takes a wholly directive approach.
• Creatively apply tools and techniques which may include one-to-one training, facilitating, counselling & networking.
It is desirable that the Mentor has/is:
• Possess qualifications and experience in the areas that skills-transfer coaching is offered, particularly Skills for Life.
• E-learning knowledge for communications.
• Mentor CPD training or Mentor qualification.

Skills and Abilities:
It is essential that the Mentor has/is:
• Ability to work within a variety of work based learning provider organisations.
• Patience and diplomacy and able to Observe, listen and ask questions to understand the mentee’s situation.
• Ability to work on own and take initiative.
• Motivated and enthusiastic.
• Ability to travel across the three counties of Herefordshire, Shropshire and Worcestershire.
• Able to demonstrate a commitment to equality of opportunity.
Work Based Learning Mentor/Mentee Agreement  
(to be completed at start of mentoring relationship)

This mentoring agreement supports the mentoring relationship/partnership between:

(mentor): __________________________________ and 
(mentee): __________________________________

mentor and mentee have agreed that the main aim(s) of the relationship/partnership are:

•

Mentor: the support that I will offer during the mentoring relationship/partnership will include:

Mentee: from the mentoring relationship/partnership I hope to gain:

Signature (mentee): ___________________________   (Date): ____________________ 
Signature (mentor): ___________________________   (Date): ____________________

Ongoing Evaluation Review

This evaluation review helps you to look at the professional, personal development and the relationship between the mentor and mentee. It provides an easy way to record what you are hoping to achieve, the actions needed, outcomes and support required. (to be completed 6 monthly each year of programme)

Review Date: ____________________  Previous Review Date: ____________________

Mentor: ___________________________  Mentee: ___________________________

Actions from previous Review

How is the partnership working?

What is working well?

Is anything not working well? If yes, how can this be resolved?

Is there any additional support needed for mentor/mentee?

General comments on progress and achievements since the last review

Specific competencies and achievements which have been identified?

Areas which need to be developed?

Agreed actions for the future.

Any support required for development and actions.
**Mentee Reflection Log & Action Plan**

A Reflection Log allows the mentee to self review and it is through this process you learn, develop and more importantly take ownership of the process. You can then, reflect, recognise achievements, analyse practices and identify areas for development and action planning. *(to be completed by mentee, each visit)*

Mentee Name: ____________________________  Mentor Name: ________________________________

Date: ________________________________

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<tr>
<th>What have I achieved?</th>
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<th>What have been difficult areas?</th>
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<th>What have I learned?</th>
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<tr>
<th>What do I need to change?</th>
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<th>What do I need to develop?</th>
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<tr>
<th>What additional support do I need?</th>
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- Reflection and analysis – concentrate on key learning points
- Support and development needs – be specific
- Difficulties that were encountered and how they were resolved
- Identified strengths
- Achievements and successes

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<thead>
<tr>
<th>Agreed Target</th>
<th>Action required to achieve target</th>
<th>Date achieved</th>
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Any Other Comments

Mentee Signature: ____________________________

Mentee Name: ____________________________
### Exit Evaluation Form

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Did you complete your programme?</td>
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<td>Did your programme meet your expectations?</td>
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<td>Were you satisfied by the service provided by HWSTPA?</td>
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<td>Were you satisfied by the service provided by your mentor?</td>
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<td>What are you now planning to do?</td>
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<td>Further Qualifications/Study.</td>
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<td>Do you need any further help or guidance for either of these areas?</td>
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**Final Comments**

Mentee Signature: ____________________________ Date: ______________

Mentee Name: ________________________________

HWSTPA Signature: __________________________ Date: ______________

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**Organisations involved in the production of this handbook were:**

- Warwick University Centre for Lifelong Learning
- West Midlands Centre for Excellence in Teacher Training
- Herefordshire, Worcestershire & Shropshire Training Providers Association
- PGL Limited
- Riverside Training
- Kidderminster & District Training Company Limited
- CSV West Midlands
- Keith St Peters Academy