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**Phase A Initial
Mentor Training
Kerry Onyejekwe and
Jenny Bosworth
Thursday 17th September
2026**



Agenda

2:00 – Introduction to mentoring for new mentors

2.45 - Break

3:00 – Phase specific Mentor Training

4:00-4:15 for New Mentor queries

Who are we?

Jenny Bosworth (jb591@le.ac.uk) – Director of Teacher Education/ Head of Primary PGCE/ Safeguard lead

Kerry Onyejekwe (ko98@le.ac.uk) – Co-head of Secondary PGCE

Jake Halford (jjls2@le.ac.uk) – Co-head of Secondary PGCE

Headsec@le.ac.uk

Fiona Curtis (fc159@le.ac.uk) – Student Disability Lead

Austin Ruddy – Partnerships Coordinator (pgcepartnerships@leicester.ac.uk)

Lydia Powell – Partnerships Administrator



Who are our students?

- Background
- Experience
- Age range
- What they know and will not know yet



Content to date

- Safeguarding
- Teacher identity
- Critical reflection
- Learning theory
- Child development
- Mental health
- Assessment for Learning
- Introduction to SEND
- EDI
- Introduction to placement
- Introduction to the curriculum
- Purpose of Education
- Professionalism
- Modelling
- Technology and AI
- Subject sessions



Building relationships – Mentor and student teacher

NPQ 3.h. Building a relationship of trust and mutual respect between the individuals involved.

- 3.i. Tailoring the conversation to the expertise and needs of the individual (e.g. adapting conversations to be more or less facilitative, dialogic or directive).
- 3.j. Using approaches including observation of teaching or a related artefact (e.g. videos, assessment materials, research, lesson plans), listening, facilitating reflection and discussion by asking clear and intentional questions, and actionable feedback with opportunities to test ideas and practise implementation of new approaches.
- 3.k. Where appropriate, creating opportunities to co-observe a lesson segment, exploring and modelling what

What are beginning teachers experiencing in Phase A/ 1?

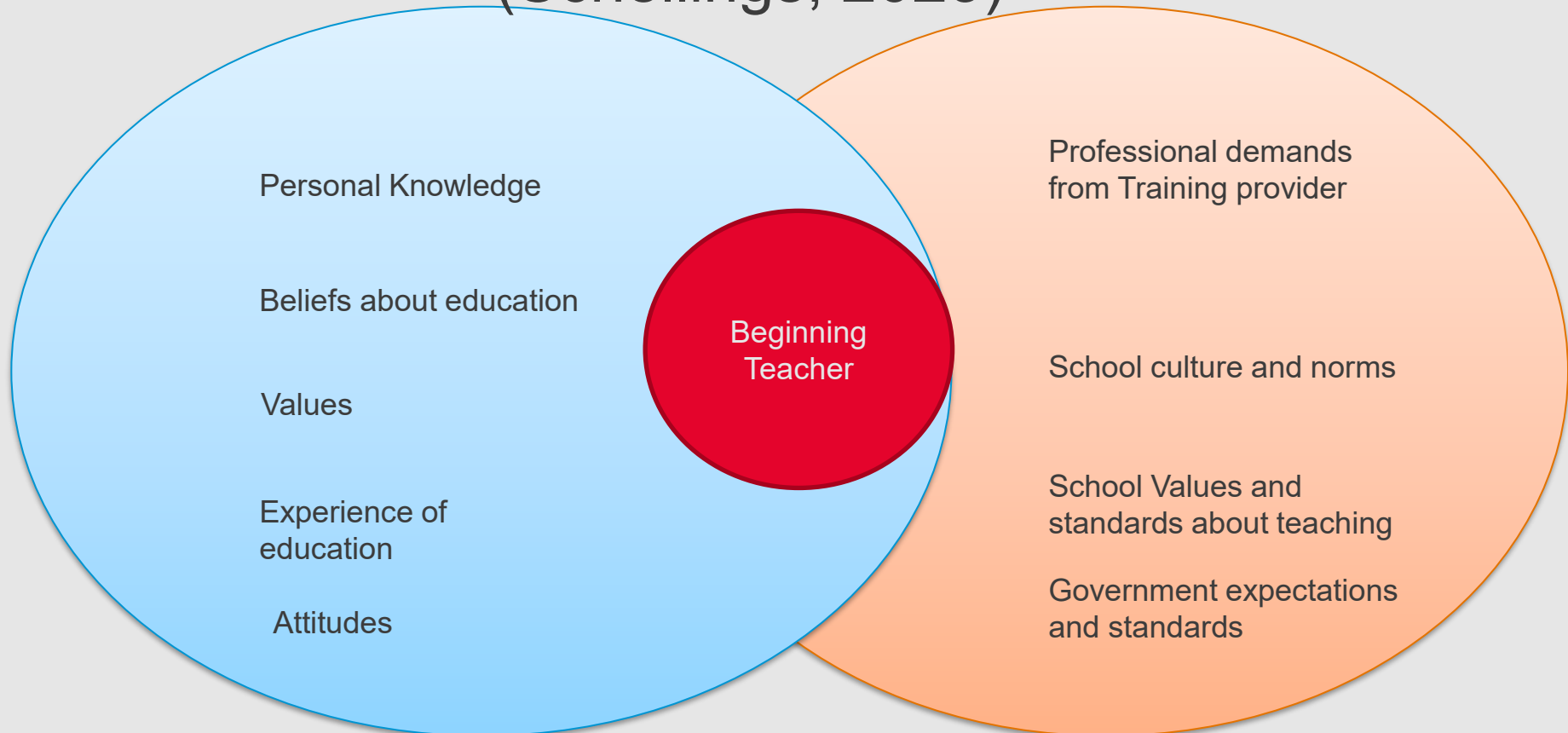
- Adapting to a new (unfamiliar) professional culture and relationships
- Working out what kind of teacher they are
- Imposter syndrome
- What school is like as a teacher instead of as a student, or another role they might have held
- Learning about the world - social issues (poverty, racism, sexism, deprivation)



Prior experience filters what students see and how they make sense of the world



Beginning Teachers are reconciling two domains (Schellings, 2023)



Reasonable adjustments for our student teachers

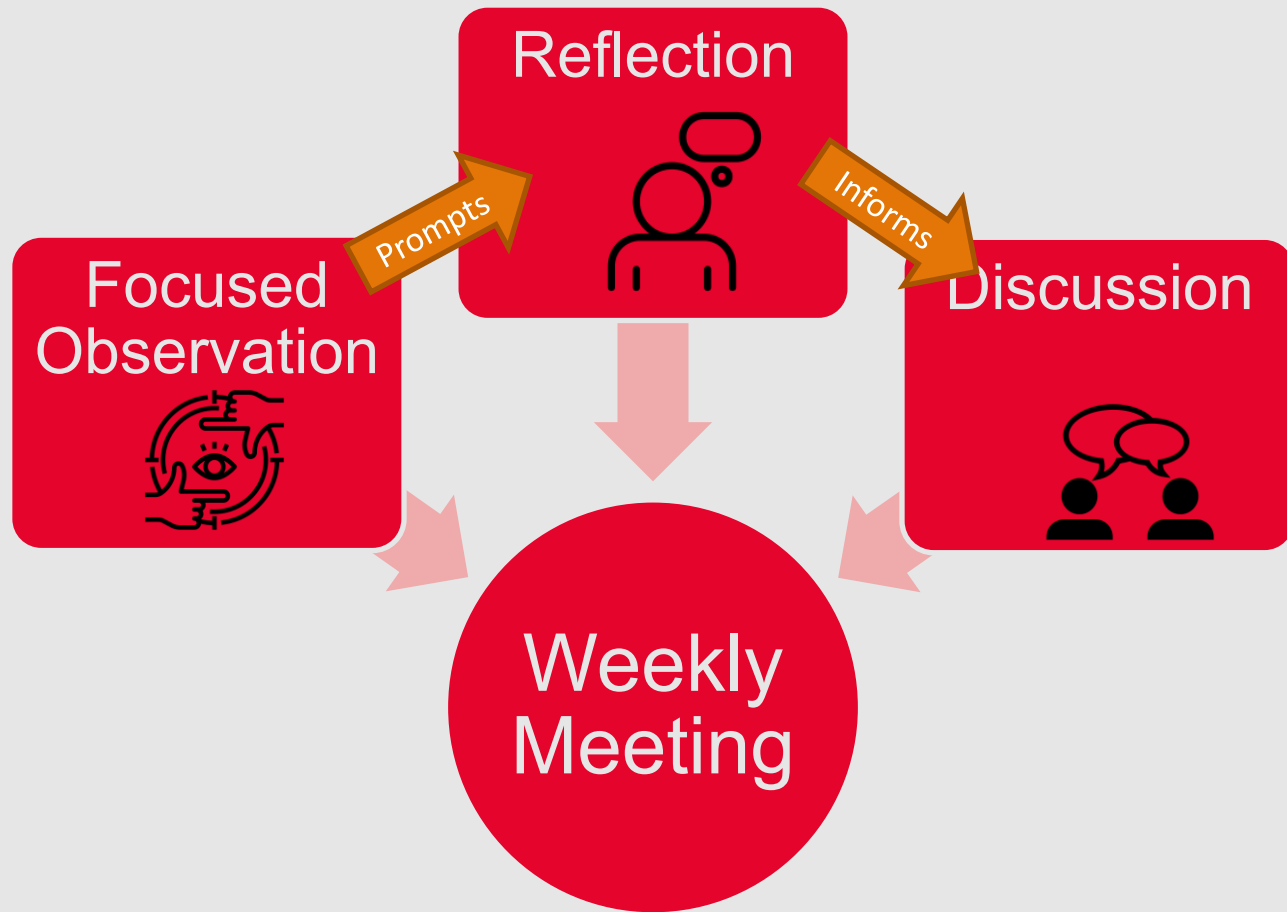
- **Student Disability Lead** - currently Fiona Curtis with Kerry Onyejekwe taking over the role in November
- The Initial Teacher Education Ofsted Inspection Framework (2026) has **Inclusion** as the first area for inspection.
- Together we provide an inclusive culture and environment where equality and diversity are championed
- We support trainees to reduce the barriers that they may face to their learning and/or wellbeing
- creating an inclusive environment where trainees feel able to share their needs and ask for help including those with identified special educational needs and/or disabilities (SEND) and those who may face other barriers to their learning and/or wellbeing

Support you need and strategies to start with

You will have support from your ITE Coordinator/ University Tutor/ other colleagues

Protected time is critical to your success at working with your student teacher – a one hour meeting on your timetable is the absolute minimum

- Time for those all important corridor conversations
- Time to read the weekly information coming out to you
- Building a rapport with your student teacher
- Use strategies that help your own pupils and will help novice teachers such as modelling, explanations and scaffolds.
- Talk through your own thought processes and debrief experiences to build your students' metacognition (e.g. narrating what you as the expert teacher is seeing, thinking and doing when you are planning, observing and teaching).



Website – Under construction!

<https://pgce-school-experience.le.ac.uk/>

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Welcome to the University
of Leicester PGCE School
Experience website

Website

- Placement documentation
- Curriculum materials
- CARD A and B with subject exemplification/CARD 1, 2 and 3
- Course Calendar and timetable
- Weekly Guides
- Teaching assessment documents
- Commendation Form
- Support Plan/ Action Plan forms
- Contact details
- Partnership Agreements



Optional Reading – Teacher Educator Development

- We are developing TED materials and support over the coming year we will suggest optional readings to support you to bridge the gap between school mentoring and teacher education – Watch this space!
- https://my.chartered.college/impact_article/supporting-trainee-teacher-resilience-through-mentoring/

Break

We will welcome experienced mentors and split into phase specific Mentor Training

Join: <https://teams.microsoft.com/meet/365051801402176?p=RslhGWuqyao337IUZb>

Meeting ID: 365 051 801 402 176

Passcode: VP3uL2Rj



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Phase Mentor Training

**3pm Welcome to our
experienced mentors**

Website – Under construction!

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Changes for 26-27

- PS changes and email addresses
- Students have had three weeks in University rather than 6 weeks
- They will now be coming back into University most Fridays (Subject)
- Academic staff changes in the PGCE Team
- Back to using 'Mentor' rather than co-tutor
- Attendance policy tightened at University – please contact us with any concerns
- School expert contributions have been amazing during workshops 25/26 – students have gained so much from them, a big thank you. This year there has been less opportunity as we transition to a shorter time in Uni – but we are working on ways for school colleagues to contribute



Training Material On the Website

We will briefly introduce these areas in this meeting but videos that explain them in greater depth are on school experience website.

Overview of
Course

Phase A
Assessment

Weekly Focus
and Weekly
Meetings

Cause for
Concern

Timetables
and planning

Mentor
development
guides

Drip fed training as part of the weekly meeting

- Short summaries
- Optional additional reading
- All will be included in weekly email with the Weekly Focus



FOCUS: Observation and classroom practices  **WEEK 8**

Notes

During lesson observations, student teachers should think about how lesson objectives and particular classroom practices support learning. The Core Content Framework suggests that introducing new material in steps and modelling supports learning, and that guides, scaffolds and worked examples help pupils apply new ideas. Also, questioning has many roles, including drawing attention to key ideas. During the week, observe expert colleagues and focus on some of these elements. (D9, D11, D12)

Prompts for discussion in your weekly meeting

- In the weekly meeting discuss lesson objectives and those aspects you have focused on; this should include what you understand by the terms above (modelling, guides, scaffolds and worked examples).
- When discussing their observations try and move beyond describing what they observed and getting them to discuss the pedagogical rationale behind what they saw.
- Why do they think the teacher used those, models, examples, scaffolds in the lesson?
- You might want to discuss how they are spending their planning time, and model how you use your PPA time with them.

Further Reading and Resources

McGill (2018) Lesson Planning, Impact: Journal of the Chartered College of Teaching, Issue 3. Available online ([link](#)).



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Secondary Dates (29th Sept – 17th Dec)

Settling in Report

- 15th Oct
- ITE Coordinator completes
- Have they settled into the placement?



Interim Report

- 12th Nov
- Are they on track to meet the expectations on their CARD A



Final Phase A Report

- 17th Dec
- Have they met the requirements on CARD A



No more Eportfolios – all Blackboard

Secondary

- **Blackboard** for all information and uploads
- **Onedrive**
- Students should have a device with them during your weekly meetings on which they can access the university Blackboard site to share what they are uploading with you
- They will have a onedrive for storing working documents which can be shared with you



Teaching timetable for Phase A **Secondary**

- More weeks in placement but one less day per week
- Students must complete at least two placements over 24 weeks or 120 days, spending a minimum of 15 hours per week in a classroom setting (observing, teaching, co-teaching).
- 50% of an ECT timetable (pro rata) based on an hourly timetable works out as 8 hours per 4 day week.
- Some involvement with pastoral role/form tutor/PSHE (tutoring not included in the 50%)
- Aim for 8 hours per week by the 5th or 6th week (**give or take with negotiation**)
- Week 1 ITP2
- Week 2 Observation of timetable
- May not teach a full lesson before October HT
- Range of key stages and years (depending on whether your student is on 11-18 or 11-16)
- [Offer a trainee teacher placement - GOV.UK](#)

Phase A school placement **Secondary**

- ITP 2
- Make sure your student teacher receives Safeguarding/ Child Protection policy
- Ensure that they have access to SEND information and know who the SENDCO is in the school.
- First week ITP 2
- Second week Observation of timetable
- Student teachers need to keep up to date with the 'paperwork' which will be uploaded on to Blackboard
- Student teachers have been told to find out and adhere to school's absence policy and let university know if absent.

To develop your ability to notice and reason about significant features of classroom situations.



To use this professional noticing to inform pedagogical decisions that you make as a teacher.

ITP1 – Building relationships with students



ITP2 – Noticing Learning

ITP3 – Creativity and engagement

ITP4 – Noticing in different context

ITP5 – Becoming
and inclusive teacher

Developing
Professional
Noticing as a
Teacher



ITP 2 – 28th September

- **Monday 28th in Uni**
- **Tuesday 29th in School**
- **Wednesday 30th in School**
- **Thursday 1st in Uni**
- **Friday 2nd in Uni**

This may have an impact on your induction activities. The aim is that they complement what you have planned for induction. The activities can be done across the 29th or 30th **or during observation week** if it fits in with your induction timetable.

Students will know what they need to do

A guidance document will be sent to you



Observation

- Importance of Focused Observations
 - Supporting mentors in identifying lessons **outside of the subject** to observe.
 - Ensuring that PGCE students make the most of observing **across the school**

Cause for concern

Student is underperforming (e.g., not making progress, lack of awareness of shortcomings)

Not responding to feedback (e.g., student is making the same mistakes)

Personal Issues (e.g., Mental health, personal circumstances)

Professionalism (e.g., relationships, attendance, punctuality, communication)

What to do if you have a concern?

- Inform your ITE Coordinator and University Subject Tutor
- **You are not expected to undertake and address these concerns without support.**
- As a mentor there is a range of support for you and the student teacher are entitled to use and some conversations fall outside of the boundaries of a mentor-mentee relationship and in those circumstances
- You should direct your student teacher to other people or organisations.
- The most common occurrence is relating to **students wellbeing and mental health.**
- Yours is not a counselling role, and students can seek support from the university, through their personal tutor and by accessing further support, detailed on :
<https://le.ac.uk/study/wellbeing>.



Safeguarding and Wellbeing

Head of Course: headsec@leicester.ac.uk or jb591@leicester.ac.uk

Concerned: concerned@le.ac.uk

Welfare: <https://reportandsupport.le.ac.uk/>

Standing Together: standingtogether@le.ac.uk

Safeguarding Lead:

Jenny Bosworth jb591@leicester.ac.uk



4pm New Mentor Q&A

- Those of you who are experienced mentors do you have any advice for your new colleagues?
- New mentors Q&A with Kerry and Jenny

Experienced mentors – Thank you for your time please do not hesitate to contact us with any questions or concerns. This session has been recorded and will be put up on the School Experience website over the next 48 hours

Headsec@leicester.ac.uk

Jb591@leicester.ac.uk