



UNIVERSITY OF
LEICESTER

www.le.ac.uk

Phase 1 Initial Mentor Training

Jenny Bosworth
Thursday 17th September
2026



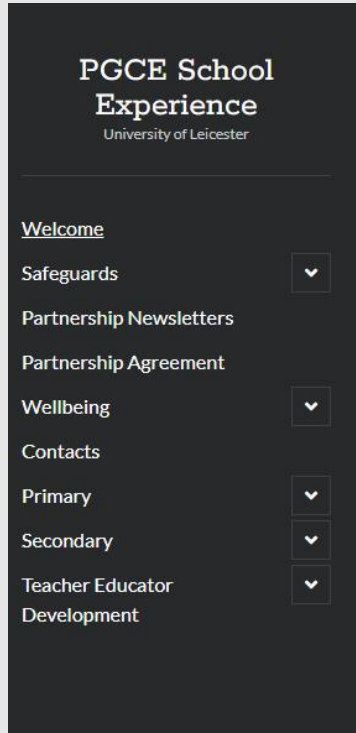
Agenda

3:00 – Phase 1 Information

4:00-4:15 for New mentor queries

Website

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



Welcome to the University
of Leicester PGCE School
Experience website



Important Dates

ITP1 – Behaviour and Relationships

Tuesday 22nd Sept/ Thursday 24th Sept

ITP2 – Noticing learning and understanding the school + Preliminary day

Tuesday 29th Sept/ Wednesday 30th Sept

Phase 1

Monday 5th October – 17th December (back in University on Fridays)



Key information

Weekly reviews

- Saved on student's OneDrives
- To be drafted before the Weekly Review meeting

PDFs

- Professional Development Focus – to be included on all lesson plans as a 'lesson sized chunk of progress', and evaluated at the end of the lesson

Pairs

- Most students will be in pairs for this placement
- They have their 'own' percentage of teaching time



Target setting

- SMART targets
- Discussed during weekly review
- Informed by feedback, progress against the CARD, professional discussions

Observations

- Mentor (once a week)
- Personal Tutor (once during placement – WB 9th/ 16th November) joint observation with mentor

Observations of children and colleagues

- To be carried out throughout the placement

Percentages of teaching

- Increases each week – up to 60%

CARD 1 (Curriculum and Assessment Review Document)

- We will send out further guidance during Phase 1
- CARD 1 outlines the end of phase expectations with a final version filled in and sent to PGCE colleagues

Professional Behaviours and Values

	Focus	Knowing (knowledge, skills and understanding)	Doing	Review Points
Ref Professional Behaviours	Reflection	Understand and apply Brookfield's lenses (2005) as a model of reflection; be aware that reflection develops practice, especially when supported by observation of and feedback from experts.	Seek, reflect and act on feedback from experts. To use Brookfield's model of reflection (2005) to develop practice	Final: Secure Yes ☐ Not yet ☐
	Professional Conduct	Understand what behaviours are compatible with the teaching profession, (PPC) and that a teacher is expected to demonstrate consistently high standards of personal and professional conduct.	Maintain professional behaviours (PPC) inc. professional relationships with tutors, colleagues and peers Responds positively, constructively and quickly to feedback and communication. Be proactive in raising any areas of concern or development.	Final: Met ☐ Not Met ☐
	Self-management	Aware of strategies for managing workload, mindful of work/life balance and well-being, knowing expert support is essential.	Organise time and workload, to support your wellbeing and work/life balance, through protecting time for rest and recovery. Be proactive in keeping documentation up to date. Seek support and guidance from experts if needed to develop.	Final: Secure Yes ☐ Not yet ☐
	The Teacher and the Law	Teachers are expected to engage with key regulatory/legal and advisory frameworks (e.g. Children and Families Act 2014, Equality Act 2010).	Act within appropriate frameworks and policies	Final: Met ☐ Not Met ☐
	Keeping Children Safe	Know teachers have responsibility to keep children safe from harm, understanding safeguarding, knowing indicators of harm, including how to support children to keep safe on line.	Adhere to school safeguarding policies and report concerns immediately through the processes of your placement school.	Final: Secure Yes ☐ Not yet ☐
	Wellbeing	Be aware of mental health and well-being issues (children)	Engage with school policies and practices	Final: Secure Yes ☐ Not yet ☐

OneDrives

- 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
- This forms the basis of their accumulative evidence towards the Teachers' Standards

It is the student's responsibility to keep this up to date



Phase 1 school placement

- Make sure your student receives Safeguarding/ Child Protection policy and induction
- Ensure that they have access to SEND information and know who the SENDCO is in the school.
- First week expectations are to observe and get to know children and routines
- Students have been told to find out and adhere to school's absence policy and let university know if absent

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)



Cause for Concern process

Support Plan



Action Plan



Final Action Plan

What to do if you have a concern?

- Inform your University 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 – to amend

Head of Course: headsec@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



What are beginning teachers experiencing in Phase 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
- Learning about the world - social issues (poverty, racism, sexism, deprivation)

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

Jb591@leicester.ac.uk