

Mentor Person Specification and Role Descriptor

Each provider/ awarding body will have their own specifications for mentors. It is also recognised that finding subject specialist mentors will vary according to both the needs of the trainee and also what is available to them.

The following is recommended:

Mentor Person Specification	
Essential: Someone who	<ul style="list-style-type: none"> • has a recognised teaching qualification (preferably Cert Ed/PGCE) • is qualified in the same subject specialism (minimum Level 3) or in a closely related subject area as their trainee • demonstrates excellence, passion & enthusiasm for teaching and learning • demonstrates good practice in teaching the subject/ curriculum area e.g. observation grades • is respected by peers and has credibility within work role • demonstrates up-to-date subject knowledge and is willing and eager to share with colleagues • can provide advice, guidance and feedback comments that are supportive and developmental • is able to commit to meeting the trainee on a regular basis • is willing to participate in further professional development • CRB check (if appropriate)
Desirable ITT Provider to offer training & development opportunities for mentors	<ul style="list-style-type: none"> • is conversant with the new teacher training standards, qualification and assessment criteria • is trained and/or experienced as a mentor* • has had observation training • as of March 31st 2008, IfL member • has a mentoring/coaching qualification
Role descriptor	
<p>The mentor should be able and willing to:</p> <ul style="list-style-type: none"> • support the trainee in planning for teaching • communicate regularly with the teacher in training – including face to face meetings wherever possible • share good practice, expertise and resources for teaching in specialist context or subject area • observe and engage in professional dialogue on trainee's teaching • support trainee in managing their own learning and professional development • maintain links with trainee's personal tutor relating to trainee's progress and development • maintain records of work with trainee including feedback and guidance and action planning • engage in training and development opportunities • keep up-to-date with developments in the teacher training programme 	