

Perton
Primary
Academy
Mentoring and
Coaching Policy

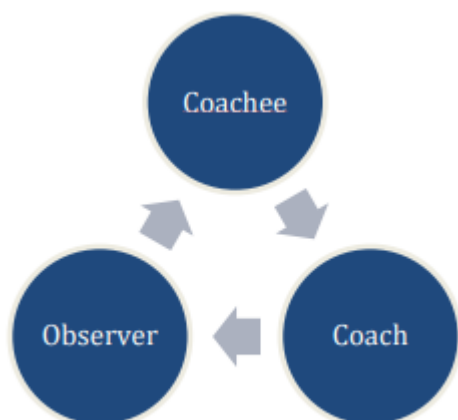
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Ratified –

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Mentoring and Coaching Policy

The Senior Leadership Team (SLT) are responsible for the quality of the education offered, as well as the management and administration of the school. Forms and protocols have been developed to ensure that there is both support for colleagues and a striving toward excellence in teaching and learning. To be truly professional in the monitoring and support of our colleagues' work, all staff are mentored and coached. SLT may suggest a certain mentor if someone needs a particular kind of support. New members of staff are assigned a mentor by the SLT on appointment. They will meet regularly and the mentor reports progress and targets. The mentor/mentee relationship initially lasts for one year, after which a new mentor might be found. Existing staff take part in more coaching sessions with other members of staff and this is on a rotation basis. SLT may at any point come into classrooms to discuss learning with the pupils and observe the standards of the lesson being taught. This is not to give next steps but to note good practise taking place in school and where staff can learn something new from other colleges. Coaching sessions within teaching triplets will take place each term in Maths, reading and Writing.



Definition of Coaching

Coaching is a time-bound, formal intervention focused on shorter term goals and challenges. Although there are many models of coaching, they all start from the premise that people have the resources within themselves to achieve their personal and leadership potential, and that the task lies in assisting them to access those resources and apply them.

The Growth Model for Coaching and Mentoring



The role of the Mentor and Coaching Buddy is:

- to observe the mentee teaching and give honest, specific, constructive feedback
- to provide professional advice and guidance, or access to it via courses, external advisors etc. as the need arises
- to broach with the mentee any concerns that may arise on either side
- to ensure SLT are aware of the mentee's progress
- to ensure that the mentee has completed any statutory training, or training required by the school, by deadlines set
- To advise on good practise and areas for development.
 - To support with planning where needed.

Responsibilities of Mentors

Each staff member is accountable to his or her mentor and each mentor is accountable to the SLT and should inform the member of SLT responsible for overseeing mentoring of any meetings and, in a general way, the issues/topics discussed.

Mentors should make more detailed notes about mentor meetings and share them with the mentee.

Where observations, learning walks or coaching sessions are completed observation forms must be completed and shared with the observed teacher and SLT but then should be stored on the home drive not staff shared.

Mentoring and Coaching Teaching Staff

The quality of education offered in the school benefits from the sharing of practice; the most experienced teacher can learn from the least experienced. We encourage and expect all staff to welcome a colleague into their classrooms. This should not be seen as an inspection but as an opportunity for professional development for both parties.

The following are good practice, regardless of the degree of experience a teacher has, but are expectations in the case of those in their first year of teaching:

- The mentor should ensure that a new staff member is clear about the details of their contract and understands what is expected of them.
- Each teacher is visited by a colleague in the classroom at least twice a half term but can be more regular.
- Mentor and mentee should meet once a week in the first year and regularly (at least twice a term) thereafter; mentoring sessions should be timetabled, notes kept and shared with the mentee in order to ensure clarity about what has been discussed.
- The mentor should satisfy themselves, through conversation with the mentee, that they have a good grasp and understanding of the stage of development of the children/students they teach, of the subjects being taught and of how these two things are related.
- Preparation should be shared with the mentor, along with background research, materials needed, and plans for the work the children will do.
- Teachers should be asked to share the review of their current or last block(s) or most recent lessons with the mentor.
- Teachers should be aware of the relationship between teacher and class(es) and that the children are learning; they should look at the children/students' work regularly.
- Teachers should be aware of any difficulties in the class and/or the lessons and ensure that they are addressing the needs of all of the children.
- The mentor and SLT should advise the mentee of any available, relevant professional development opportunities.
- The mentor should be aware of the mentee's relationships with parents and colleagues.
- Except for trivial matters, the mentee should share with the mentor any written communications that are to be sent out to parents, including and especially end of year reports, before they are sent.
 - Each of year reports should be proof read by a colleague.

Additional EYFS

- Staff in our early years department will always be working with at least one other person in the room at all times.
- The mentor should satisfy themselves, through conversation with the mentee, that they have regard for creating a nourishing and appropriate early years environment, both indoors and outside, for the children in their care. This should be demonstrated through the excellent observations completed to show pupils understanding of the different areas of learning.

- The mentor should be aware of the relationship between the mentee and their assistant and ensure that this is collaborative and supportive.
- The mentor should ensure that observation and assessment of children and curriculum planning are being undertaken in a timely manner.
- Observers should be able to see a high level of expectation in EYFS with regards to Maths, Writing and Reading as well as all the other areas of learning.

Mentoring New Staff Concerns

All staff contracts include a probationary period.

Mentors must ensure that any concerns are raised and discussed with the mentee, that communication is clear and maintained throughout the probationary period, and that these concerns and what is being done about them are recorded in records and minutes.

If the mentor finds that the mentee is not progressing well by half way through the probationary period, this will be discussed with SLT who will agree on action points and support to be put in place.

Mentoring and Coaching Non-Teaching Staff

All Teaching Assistants will have regular opportunities for CPD through timetabled sessions during school hours.

- The Senior Leadership Team should ensure that a new staff member is clear about the details of their contract and understands what is expected of them.
- Teachers should support teaching assistants and guide them where appropriate. Support should be given to meet appraisal targets.
- Teaching Assistant will be given timely appraisal meetings to set targets.
- Teaching Assistants should have opportunities to work in different key stages through school.

Area of Responsibility Staff Member(s)

Lead Coaches	Senior Leadership Team
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Appendix 1 – Example Maths Observation Form

School	Date	Observers
Year Group	Class size	
Main focus of lesson (topic / content)		
Summary of the structure of the lesson (in particular try to capture the logical coherent journey in the mathematical ideas being presented)		
Features	Examples	Reflection/Comment
Procedural variation – How is variation in the examples used to draw attention to certain features and to provide opportunities for intelligent practice ?		
Conceptual variation – How is the concept presented in different ways?		
Teaching the whole class together		
Precise use of mathematical language /key questions / stem sentences		
Opportunities for all pupils to achieve greater depth		
Discussion inc. sharing and critiquing of answers and strategies		
Difficulty point / misconceptions made explicit		

Remember the 5 big ideas (Coherence, Representation & Structure, Variation, Fluency and Mathematical Thinking)

Anything else that you noticed?

Strategies / techniques / ideas to try in your own lessons

Questions to ask after the lesson and notes from discussion

Appendix 2 – Example ECT Observation Form

ECT:		School:	
Subject:		Observer:	
Class/Yr group:		Date:	
No of pupils:		Duration:	
Lesson context:			

PART ONE: TEACHING				
<p>1 Set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • 1. 1a establish a safe and stimulating environment for pupils, rooted in mutual respect • 1.1b set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • 1.1c demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated
<p>2 Promote good progress and outcomes by pupils</p> <ul style="list-style-type: none"> • 1.2a be accountable for pupils' attainment, progress and outcomes • 1.2b be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • 1.2c guide pupils to reflect on the progress they have made and their emerging needs • 1.2d demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • 1.2e encourage pupils to take a responsible and conscientious attitude to their own work and study. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated

<p>3 Demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • 1.3a have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • 1.3b demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • 1.3c demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • 1.3d if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • 1.3e if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated
<p>4 Plan and teach well structured lessons</p> <ul style="list-style-type: none"> • 1.4a impart knowledge and develop understanding through effective use of lesson time • 1.4b promote a love of learning and children's intellectual curiosity • 1.4c set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • 1.4d reflect systematically on the effectiveness of lessons and approaches to teaching • 1.4e contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated
<p>5 Adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • 1.5a know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • 1.5b have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • 1.5c demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • 1.5d have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated

<p>6 Make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • 1.6a know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • 1.6b make use of formative and summative assessment to secure pupils' progress • 1.6c use relevant data to monitor progress, set targets, and plan subsequent lessons • 1.6d give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated
<p>7 Manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • 1.7a have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • 1.7b have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • 1.7c manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • 1.7d maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated
<p>8 Fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • 1.8c deploy support staff effectively 	Comments:			
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated

PART TWO: PERSONAL AND PROFESSIONAL CONDUCT

2.1 Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

<ul style="list-style-type: none"> ○ 2.1a treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position 	Comments:
<ul style="list-style-type: none"> ○ 2.1b having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions 	
<ul style="list-style-type: none"> ○ 2.1c showing tolerance of and respect for the rights of others 	

<ul style="list-style-type: none"> ○ 2.1d not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs 				
<ul style="list-style-type: none"> ○ 2.1e ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law. 				
<p>2.2 Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.</p>				
<p>2.3 Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.</p>				
	N/A in this obs.	Not demonstrated	Partly demonstrated	Fully demonstrated

FEEDBACK

Strengths

-
-
-

Relative areas for development

-
-
-

Any areas of concern based on this observation?

On the evidence of this lesson, is the ECT on track towards meeting the standards?

Yes:

No:

Reflection and next steps:

To be completed by the ECT