

The role of the Lead Mentor

The following is a detailed overview of the roles and responsibilities of the Lead Mentor. Each point is linked with the core aim of ensuring the KMT Associate Teachers (ATs) have a training year that fully prepares them for a challenging yet rewarding profession. Some aspects of the role will be addressed weekly, others once or twice a term.

The roles of a Lead Mentor (LM) includes

- Monitoring the health and wellbeing of their ATs and keep hub teams informed
- oversight of AT progress throughout the year and identification of interventions or modifications where required
- design/organise the delivery of subject specific training for ATs (linked to the KMT curriculum, the CCF, research and evidence based practice); confirming with the ATs the session's location / timing / content (ideally this would be on the termly calendar and should be at least 10 days in advance)
- introduction of ATs to relevant subject communities of practice in order to equip them to contribute in an informed way to relevant debates affecting the teaching of their subject
- oversight, support, development and quality assurance of school-based mentors
- to understand and implement a range of approaches to mentoring and coaching
- provide relevant CPD for school based mentors (subject specific; portfolio etc)
- need to remain 'current' on their subject specific approaches and developments including recent research within the subject and pedagogical approaches
- attendance at all LM meetings; these meetings will be held remotely and last up to 2 hours
- regular checking of KMT emails for updates and key information communication
- support the planning/development for opportunities for intensive training and practice

Design / organise the delivery of subject and phase specific training

The LM will need to:

- co-ordinate and lead the KMT Subject and Combined Studies programmes; these must:
 - be published and shared within the subject/phase Google Classroom and Shared Drive subject folder
 - linked to the KMT Curriculum Strands (hence the CCF)
 - contain relevant subject resources
 - include a shared e-library of subject specific literature and resources including those presented at subject sessions
 - commissioning an appropriate range of subject specialists to deliver training in line with the KMT ITT Curriculum plan to include workshops, lectures and so on
- audit all of their ATs subject knowledge (SK) and monitor their progress at specific points in time as mentioned on the SK audits. Support must be provided as needed by the ATs (common themes could inform SS programme). This can also include the introduction to subject professional societies and groups
- work with the team of school based mentors to support their subject's ATs in school; this is done by:
 - checking weekly mentor meeting records on the e portfolio
 - checking weekly target setting on the e portfolio
 - co-observing AT lessons with the relevant school based mentor
 - observing mentor meetings
 - observing mentor feedback of joint observations
- remain "current" in the approaches and developments within their subject and phase

Intensive Training and Practice (ITP)

A LM

- may support the KMT Senior Leadership Team in the development and implementation of the ITPs for all ATs

Assessment

The LM agrees to:

- Mark and moderate RPs
 - All RPs are marked within the RP marking window (on KMT calendar)
 - Required number of RPs shared with allocated moderator by set deadline
 - Moderate colleagues RP within the moderation window
 - Use the appropriate KMT documentation for RP marking / feedback
 - Email RP feedback to all ATs on the date set (see KMT calendar)
- Assess the ATs practical performance in school
 - Co-observe ATs with mentors / teachers / PTs in the Home and B placement school
 - Review, verbally, the findings of the observation with ATs, set agreed targets
 - Use the KMT documentation, found in current LM handbook, for these observations and feedback
 - Send ATs / mentors / PTs a typed copy of the observation, on the KMT proforma, within 2/3 days
- Monitor and thoroughly review cohorts' e portfolio throughout the year (grading once an assessment cycle)
- Contribute to final assessment moderation and exam board

Quality Assurance

The LM agrees to:

- monitor the quality of the Combined and Subject Studies programme by observing new providers and / or using AT evaluations for new providers and topics
- monitor how ATs follow up gaps revealed by the subject knowledge audit, mentor meetings and target setting
- monitor targets set by the school based Mentor and the AT progress against these via the portfolio (this will be particularly important prior to school visits)
- analyse the progress of the subject cohort, reporting to Hub / Deputy Hub KMT Directors and Line Manager via emails, phone calls and / or Line Management meetings
- ensure the moderation of mentoring, observations, and assessments in the subject (across the schools supported); this can be done within subject teams, the help of the KMT Line Manager or Hub/Deputy Hub Directors
- participate in regular evaluation of the course (subject, phase and whole cohort specific surveys etc)
- attend all LM meetings

Communication

The LM agrees to:

- represent the subject at Line Management, Lead Mentor and exam board meetings as requested. (Some Lead Mentors may also be invited to be part of the KMT QA committee).
- inform ATs / mentors / PTs / Hub and Deputy Hub Directors of dates of school visits
- keep in contact with KMT staff, school based mentors and ATs

on a regular basis, via email and / or bulletins

- keep KMT Hub and Deputy Hub Directors informed about AT progress and/or any issues of concern; these must be evidenced in the portfolio and via formal KMT documentation.
- send key learning points and reflective questions, in by midday, on a Wednesday for the bulletin
- act as a public face to promote KMT in partner schools and with new potential partners
- support the promotion of the benefits of partnering KMT in schools and the community

Recruitment

The LM agrees to support KMT with any recruitment process as reasonably requested. This could involve:

- screening applications
- interviewing prospective candidates with a Hub / Deputy Hub Director
- participate in any recruitment 'events', this could include marking subject audits

Experience/Skills:

- Able to demonstrate and share effective practice in teaching and learning as a role model for trainee teachers within the secondary subject area
- Involvement in ITT eg as Mentor or class teacher working with trainees
- Good interpersonal skills
- A willingness to contribute to the further development of KMT's secondary subject provision

Funding:

The release time from school will vary, depending on recruitment figures per subject and the model of employment for the LM (see models below) and this can be discussed at interview.

For the majority based in school the following applies:

- half day release time from school (if applicable). This should not be a Thursday and must be equivalent to 2.5 hours
- additional funding available (according to each individual school's arrangements) plus travel costs

Lead Mentor Models of Practice

Model A - Consultant

These Lead Mentors will be free agents in the sense they will not be bound to a school on the days they work for KMT. They will sign the consultancy agreement and work within its expectations, logging their hours as they work and submitting claims on a monthly basis. This will be half a day per week, as a minimum, and will be subject to cohort size.

Model B - School based

These Lead Mentors will be employed within a school as a member of staff. The school will agree to a release time of one day a week or one day a fortnight subject to capacity and cohort size. This will be a full working day (not a Thursday) and not the equivalence of a day spread across the week to allow time to travel and hold more productive school visits.

The Lead Mentor will not be expected to attend the school on that day. This day will be used to complete AT observations, observe AT-mentor meetings, monitor portfolios, plan combined and subject studies sessions.