



Mentor, Tutor and Professional Tutor Ongoing Professional Development

The table below provides an outline of the different phases of development for Mentors, Professional Tutors/ITT Co-ordinators and Phase/Subject Tutors. It highlights what key considerations should be made to ensure that training is pitched at the appropriate level to develop staff effectively.

Using coloured highlighters, mark current 'best-fit' descriptions as well as next steps for personal and professional development.

Development stages	Mentor	Professional Tutor/ ITT Co-ordinator	Phase/Subject Tutor
Novice	At the start of the mentor's journey, the emphasis will be strongly on the administrative side of the course and how to mentor.	At the start of the Professional Tutor's journey, the emphasis will be strongly on the administrative side of the course and how to co-ordinate the provision.	At the start of the tutor's journey, the emphasis will be strongly on the administrative side of the course and how to develop and provide effective training.
	Mentor training needs to build in a strong awareness of the importance of embedding key principles of SEND in the trainee's development.	Professional Tutor training needs to build in a strong awareness of the importance of embedding key principles of SEND in the trainee's development.	Tutor training needs to build in a strong awareness of the importance of embedding key principles of SEND in the trainee's development.
Advanced beginner	After the first term, the novice mentor turns into an advanced beginner.	After the first term, the novice Professional Tutor progresses to being an advanced beginner.	After the first term, the tutor progresses to being an advanced beginner.
	Training often focuses on administration, but must ensure that a more enhanced understanding is built into the mentor's development regarding the trainee's learning needs regarding SEND pupils in the classroom.	Training often focuses on administration, but must ensure that a more enhanced understanding is built into the Professional Tutor's development regarding the training needs of trainees regarding SEND.	Training must be provided regarding Chapters 1 and 6 of the SEND Code of Practice and how it impacts on subject and classroom practice and how trainees' understanding must be developed regarding their SEND practice too.
	Enhanced training on SEND and how to feedback on SEND is needed to ensure that the mentor is able to	Training on effective observation and feedback is needed for Professional Tutors to ensure that	Enhanced training on SEND and how to feedback on SEND is needed to ensure that the tutor is able to

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	support trainees effectively on their learning journey.	trainees and mentors' support and progress are effectively quality assured.	support trainees effectively on their learning journey.
	It is key to develop mentors in this way to ensure that they are able to assess trainees' progress and needs effectively too.		It is key to develop tutors in this way to ensure that they are able to assess trainees' progress and needs effectively and set clear and helpful targets to move their learning on.
Competent	Mentors need to be provided with specific and enhanced training to ensure that they are able to competently advise on key learning needs and model practice to a high standard to support trainees in their development.	Professional Tutors need to continue to develop their specialist understanding of SEND to ensure that they are able to evaluate and quality assure teacher training in the school.	Tutors need to continue to develop their specialist understanding of their subject in relation to the phase and subject they lead on.
		Professional Tutors also need to work closely with specialists to provide high quality and contextualised training during professional studies sessions.	They must be able to provide specialist and high quality training during sessions, visits and feedback in relation to specialist advice for trainees to refine the trainee's practice.
Proficient	Mentors need to model, observe, feedback and advise on specialist aspects of SEND effectively during the placement and need to continue to engage with high quality training on developing effective mentoring and coaching skills to deliver these aspects to a high standard.	Professional Tutors need to quality assure the specialist practice and training provided within the placement school and need to continue to develop their specialist understanding to make proficient judgements on the quality of the training and placement.	Tutors need to continue to develop their specialist skills to develop the core skills of trainees to engage effectively with specific learning needs in the classroom.
			Training needs to be proficient and of a high quality during sessions, observations and feedback as well as modelling of practice, assessment and final judgements to

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			ensure that TS5 is judged accurately.
			The placement school's quality of provision and support needs to be closely evaluated too.
Expert	At this level, mentors often share their specialist knowledge with other mentors, tutors and colleagues, including their trainees. They often lead on aspects of insets and contribute to training in a formalised and informal way. They are confident in modelling, observing, feeding back and coaching trainees and others in their practice.	As experts and specialists, Professional Tutors are often able to lead on training, coaching and support of others, quality assuring practice across the partnership schools and also take the lead of quality assurance in their own school to evaluate best practice in relation to SEND training.	At this stage, tutors lead on expert training for other novice or advanced beginner tutors, and other staff, outlining the importance of all teachers being teachers of SEND and how to address these requirements effectively in practice.

Reference list:

Berliner, D. 1998, 'The Development of Expertise in Pedagogy', ISBN-0-89333-053-1. The full text is here: <http://eric.ed.gov/?id=ED298122>