

The professional tutor

The vital role played by the professional tutor in the ITE programme

This is a key role in both overseeing and developing mentoring within our partnership schools, but also in supporting the CTSN SCITT senior team to quality assure the experience of our trainees in their placements. The professional tutor also has an integral role in the development of the ITE programme and its continued success.

The responsibilities of the professional tutor

- To be the main point of contact between CTSN SCITT, mentors and trainees in the school, and the first port of call for issues relating to trainees.
- To act as the first line of quality assurance for subject mentors in the school, ensuring that mentoring is in accordance with the guidelines laid out in the placement school agreement
- To ensure that each trainee's training programme:
 - is driven by appropriate action steps, that link directly to the weekly curriculum plan or subject training table;
 - is effectively personalised to trainees' individual needs; o is entirely supernumerary for non-salaried trainees;
 - has no more than the equivalent of two days' directed, timetabled teaching for salaried trainees;
 - is guided by the recommended time allocation outlined in the partnership agreement.
- To observe each trainee at their school, teach (at least) once a term, before each report, giving written feedback on the CTSN SCITT lesson observation form; or to arrange for a suitably senior colleague to do so.
- To moderate the judgment of the mentors in their assessment of trainees' progress against mastery of CTSN SCITT's eight curriculum strands. (Evidence of mastery of these eight curriculum strands will ultimately lead to a summative judgment of the trainee meeting the Teachers' Standards, but the Teachers' Standards are no longer used as formative assessment throughout the course.)
- To ensure the quality, accuracy and rigour of the termly reports.
- To ensure termly reports are submitted on the required deadline.
- To provide additional support and guidance to both mentors and trainees, including additional classroom observation if needed, when a trainee is on either a support plan or pastoral care plan.
- To receive regular quality assurance feedback on school-based training and liaise with the relevant subject lead about appropriate follow up (if any).
- To attend all CTSN SCITT professional tutor training / meetings.
- To be available for discussion of a trainee's progress at any visit from a CTSN SCITT Tutor.
- To contribute to the evaluation and development of CTSN SCITT's training programme.
- Liaise with CTSN SCITT, as appropriate, to facilitate recruitment processes and school placement allocation.
- To maintain a strategic oversight of school placement allocation.

The professional tutor's year – 2024-25

September

Organise an induction programme (including safeguarding, health and safety; meet key staff; etc).

Liaise with mentors to ensure that they are aware of the expectations of CTSN SCITT, including timetable milestones, curriculum, reporting and mentor expectations.

Book mentors' cover, where needed, for mentor training ([click here to see the mentor training programme](#)).

Please note that professional tutors are always welcome to attend mentor training events, if you feel it will help equip you for the role or gain a better understanding of the SCITT.

Quality assurance: trainee timetables, check mentors are delivering expected CTSN curriculum in terms of setting appropriate action steps, check weekly reflection is an accurate summary of trainee learning.

October/November

Quality assurance trainees' placement – ensure timetable is fit for purpose, weekly action steps are set, deliberate practice is happening, trainees are recording learning in weekly reflection which is reviewed by mentors.

Make yourself available for external CTSN SCITT visitors (this might be the SCITT tutor or hub lead).

Plan to meet each trainee to review their evidence and to see them teach prior to report 1 deadline

In preparation for report 1, observe each full-time trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote notebook.

Liaise with the relevant subject lead tutor about any matters arising from SCITT QA reports.

Collect reports from mentors for QA and to add your comments [see assessment calendar].

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

December

Thursday 12th December – Full-time trainees second placement visit. Ensure that there is time for trainees to meet with their mentor, with initial discussions about timetable, especially in preparation for the KS4 evidence bundle.

Monday 16th December – Report 1 [block 1 – 9] due for all full-time trainees.

Monday 16th December – Term 1 report 2b [block 19 – 22] due for part-time year 2 trainees.

January

Monday 8th January – Placement 2 begins for all full-time trainees. Part-time trainees continue in placement 1 schools.

Organise an Induction programme for placement 2 (including safeguarding, health and safety, meet key staff etc).

Organise mentor meeting to ensure they are aware of the expectations of CTSN SCITT, including timetable milestones, curriculum, reporting and mentor expectations, including the ITT mentor standards.

Book mentors' cover, where needed for mentor training (*see calendar*).

Observe and Meet (to review evidence) with year 1 part-time trainees in order to prepare for their report.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

February

Quality assurance trainees' placement: ensure timetable is fit for purpose, weekly action steps are set, deliberate practice is happening, trainees are recording learning in weekly reflection which is reviewed by mentors.

Make yourself available for an external CTSN SCITT visitor (this might be the subject lead tutor).

Continue to liaise with relevant subject lead tutors about any matters arising from CTSN QA Reports.

Alert CTSN SCITT to any concerns about a trainee's progress or professional behaviour.

Quality assurance of the alternative placement report, for full-time salaried trainees.

Meet with your mentor team and ensure that your mentors are aware of all expectations on reporting and assessment.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

March/April

Continue with your own QA of the school-based mentors.

Continue to liaise with relevant subject lead tutors about any matters arising from CTSN QA Reports.

In preparation for report 2, observe each trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote folder.

Collect reports from mentors for QA and to add your comments.

Tuesday 18th March – Report 2 [block 10 – 18] due for all full-time trainees

Tuesday 18th March – Report 1 [block 1 – 9] due for part-time year 1 trainees.

Help prepare mentors and trainees for moderation visit (and make yourself available for this; see calendar for dates for different routes).

Ensure mentors have cover arranged where needed for any mentor training.

May/June/July

Thursday 8th May – Deadline to inform CTSN of any trainee unlikely to meet QTS.

Liaise with mentors to monitor trainees’ progress with their moderation targets.

In preparation for report 3, observe each trainee teach (providing formal written feedback on the CTSN form), and meet with trainee to review the evidence in their OneNote folder.

Collect reports from mentors.

Tuesday 1st July – Report 3 [blocks 19 – 28] due for non-salaried full-time trainees

Tuesday 1st July – Report 2a [blocks 10 – 14] due for part-time year 1 trainees

Tuesday 1st July – Report 3 [blocks 22 – 33] due for part-time year 2 trainees

Thursday 10th July – Report 3 [blocks 19 – 30] due for salaried full-time trainees

Professional tutor meetings

	Online 4pm-5.15pm
Autumn term	Monday 9 th or Tuesday 10 th September 2024 <u>New</u> professional tutors’ meeting Wednesday 6 th or Thursday 7 th November 2024
Spring term	Wednesday 8 th or Thursday 9 th January 2025
Summer term	Wednesday 16 th or Thursday 17 th April 2025 Wednesday 2 nd or Thursday 3 rd July

Professional tutor quality assurance

A key part of the professional tutor role is the quality assurance of the in-school provision. As part of this on- going process PTs are expected to ensure all their mentors are fulfilling key responsibilities of mentors:

- enabling the trainee to follow the weekly curriculum plan;
- reading the research summary in order to link trainee’s development to the evidence-base;

- organising an opportunity for deliberate practice to rehearse some aspect of the training plan;
- observing trainee teaching at least once each week and providing written feedback;
- reviewing the weekly reflection.

Some suggestions of what professional tutor QA could look like include:

- Checking trainees' timetables are in line with the CTSN requirements and milestones documented in the Handbook 2023-2024.
- Ensuring all CTSN mentors have undertaken CTSN training
- Co-observing trainees with their mentors to ensure robust mentor commentary that relates explicitly to the action steps highlighted.
- Checking OneNote evidence to ensure trainee are up to date with weekly evidence, reflections, and mentor meetings.
- Observing and giving mentors feedback on any aspect of their role.
- Trainee and mentor tutorials / drop-ins to check on progress and offer guidance and support.