



Action Plan Guidance for Mentors

This action plan is designed to be used by Mentors as a self help tool in a school setting.

It can be completed by an individual Mentor or, more helpfully, in partnership with a colleague or in small group. It may prove helpful to involve the NQT in considering some of the questions.

There are a few prompts but no suggested answers. The boxes are for you to put your responses into words and explore them a little so be specific and clear if you can; recognise when you are being general and ask yourself what that is.

Self Help

Identifying problems - Thinking about your NQT

1. Identify the standard(s) towards which progress is not being made

- What evidence has led to this decision?

2. Is there anything else that supports the conclusion that progress is not being made?

(Think about what other staff have seen, heard or spoken about)

3. How certain are you that this evidence is secure? If so, why? If not, why not?
(Think carefully about the evidence your NQT may produce if you state that progress is below satisfactory).

4. Think about occasions when progress has been made or when the adverse signs have not been present? What did it look like?

5. Have you informed your NQT of your concerns?
(If not, why not and what steps need to be taken?)

6. If your NQT is aware, does he/she agree with you? If not, why might this be?

7. Is Bracknell Forest aware of your concerns? (Please refer to the Handbook)

Clarifying expectations to your NQT

8. Thinking about your NQT and the problems already identified, how do you describe the behaviour, action or characteristics you are looking for?

9. Why are you looking these and what will the benefit to the NQT or others be?

10. Thinking about Standards, can you explain how the behaviour/ characteristics are linked?

11. What has the NQT got to do to produce this behaviour, action or characteristic? Have you spoken about this?

12. Can you break down what the NQT has to do into SMART objectives to share with him/her?

13. Have you given any practical advice to your NQT to allow progress to be made?

14. What support could you put into place that the NQT might want to meet these needs?
(Have you asked him/her?)

Additional monitoring and support

Questions to consider:

- Would additional lesson observations be helpful in addressing the situation?
(Could you include other members of staff to join and support the team?)
- Have you considered what additional support your support colleagues require?
- If lesson observations do not work, what else could be of benefit? (1:1, training, team teach, additional mentor for this purpose)
- What regular Meetings with the NQT are currently taking place as part of existing support?
(who with? How often? Timetabled? Is that time protected?)
- Could any of the current arrangements be improved to make them more effective?

- Could more support time be factored into the equation?
- Could you change the NQT's timetable, duties, commitments, etc. that may support?

The NQT's obligations

Is there evidence that the NQT is/is not

- Keeping track of lesson observations, progress reviews and assessment?
- Recording his/her objectives priorities and keeping them under review?
- Using the reduced timetable allowance effectively?
- Providing evidence of his/her own progress against the standards?
- Participating in the agreed monitoring and development programme?
- What is the evidence?