

**Mentor Resources Site:** <https://mentorhub.thinkific.com/pages/secondary>

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**Week 7**  
**24/11/2025**

*Trainees have **3 weeks** of P1, which concludes on Fri. 12<sup>th</sup> Dec.*

The **final P1 university day** is on **Friday, 28<sup>th</sup> November**.

Our scheduled placement visits, and lesson observations, conclude wc 1<sup>st</sup> December. Most have been completed. If a follow-up visit is needed, we will contact you asap.

In the remaining weeks, **trainees must keep up to date with their RoAD**. Placement visits have identified this has not been routinely done. have

RoAD evidence audits require:

\*For each lesson, there's a **lesson plan document**, including an evaluation of the lesson and next steps. These can be cross referenced to a lesson observation report's targets and their weekly mentor meeting log's minutes.

\*Each lesson's teaching, learning and assessment **resources** are to be uploaded into logically referenced e-folders in their RoAD.

\*Evidence of **assessment of pupils' progress**. E.g. homework, in-class tests, mock exam papers they have marked, assignment feedback. Scanned copied are fine but need to be anonymised for GDPR purposes.

\***Progress Matix & ITAP** evidence/ statements. These can be cross referenced (with hyperlinks where possible) to the sources of evidence that triangulate their evidence claims.

\***Mentor meeting logs/ minutes** – showing how each week's targets have been acted upon in the following week's log of progress. Issues can arise when there is limited progress against targets and where the same targets are carried forward over time.

#### **Mentors' documents:**

1. These are the weekly **lesson observation report** – on the University's lesson observation report form.

**2. The Progress Report** – completed at the end of P1. However, looking at it **now** provides time to identify where there may be potential gaps and exploring how to provide opportunities for trainees to evidence their progress.

<b>Week 6</b> <b>17/11/2025</b>	<p><b>Trainees have 4 weeks left with you for P1, which finishes on Friday 12<sup>th</sup> December.</b></p> <p>Thank you for the warm welcome John and I have received when we have been on our placement visits. There is clearly some excellent mentor practice taking place.</p> <p><b>Placement visits</b> continue through November. There is some time at the start of December for return placement visits, if needed, to support both mentors and trainees in the final part of P1.</p> <p>In terms of the <b>lesson observation reports</b> mentors complete each week, a reminder that the lesson observation reports <b>can be succinct bullet points</b> with <b>SMART actions</b> in the <b>strengths and targets</b> section of the form, providing the link from week to week, where progress against these targets provides Progress Matrix/ RoAD evidence.</p> <p><b>Time saving tip</b>...on the left-hand side of the form there are descriptor statements which can be used to support mentors' bullet point comments.</p> <p>Highlighting selected ones in either <b>Red-Amber-Green provides a RAG</b> rating system which documents where there is good progress (Green), ongoing progress (Amber) and key development areas (Red) which inform the SMART target setting.</p> <div data-bbox="772 1184 1142 1771" style="border: 1px solid black; padding: 5px;"> <p><b>High Expectations</b></p> <ul style="list-style-type: none"> <li>• Build pedagogical relationships based on mutual trust and respect.</li> <li>• Use intentional and consistent language, including body language, that promotes challenge and aspiration.</li> <li>• Acknowledge and praise pupil effort and progress over time.</li> <li>• Create a positive classroom climate, where mistakes are seen as opportunities for learning.</li> <li>• Communicate a belief in every pupil.</li> <li>• Set goals and tasks that appropriately challenge and stretch all pupils.</li> </ul> <p><b>Behaviour for Learning</b></p> <ul style="list-style-type: none"> <li>• Positively reinforce established school and classroom routines.</li> <li>• Maintain a supportive, mutually respectful and inclusive learning environment, with a consistent system of reward and sanction and clear boundaries.</li> <li>• Be consistent in response to pupils' behaviour, in line with the wider system of behaviour for learning.</li> <li>• Give manageable, specific and sequential instructions, using consistent language.</li> <li>• Check pupil understanding before a task begins.</li> </ul> </div>
<b>Week 5</b> <b>10/11/2025</b>	<p><b>Trainees have 5 weeks left with you for P1, which finishes on Friday 12<sup>th</sup> December.</b></p> <p>*This week is a shorter week as the trainees have a day at the University on Monday 10<sup>th</sup>, part of which links to their first <b>PGCE assignment, Learning, Teaching and Assessment in the Curriculum.</b></p>

	<p>For their first assignment, trainees need to focus on a specific pedagogical approach, linking it to a specific learning theory, and to subject-specific concepts and practices, critically evaluating the pedagogical approach they have adopted over a series of three lessons.</p> <p>Depending on their chosen pedagogical approach, trainees may need your help when planning the logistical/ practical aspects in addition to your lesson observation feedback and in your mentor-trainee review meetings, as they reflect on the effectiveness of their chosen pedagogical approaches.</p> <p><b>*In line with the Mentor Handbook guidelines, continue to use your professional judgement with the increased phasing of <b>trainees' teaching hours</b> – we are now in Week 5 of P1's placement, with 5 teaching weeks left.</b></p> <p><b>*PGCE Applicant Interviews (Sept. 2026 entry)</b> Do you have some capacity to help with PGCE Econ/ Bus Ed interviews for applicants for Sept. 2026? We value your expert experience; this is an opportunity for experienced mentors to become more involved with the Econ &amp; Bus Ed programme.</p> <p>We can pay £20 for interview as a token of appreciation. If interested, please let me know.</p> <p><b>*Looking ahead</b>, trainees remaining day at the University in P1 is on: <b>Friday 28<sup>th</sup> November</b></p>
<b>Week 4 3/11/2025</b>	<p><b><i>Trainees have 6 weeks left with you for P1, which finishes on Friday 12<sup>th</sup> December.</i></b></p> <p>The final two University days during P1 are on: <b>Monday 10<sup>th</sup> November</b> <b>Friday 28<sup>th</sup> November</b> <b><i>As Tutors, when is our placement visit and joint lesson observation with you?</i></b></p> <p><i>From now onwards at a date agreed in advance during November – so if a follow-on visit is needed there is still time before the end of P1. The joint lesson observation will be with either Giles Bennett or John Dalziel.</i></p>

	<p><i>Trainees should have lesson plans printed and sent to us 24 hours in advance at least. As a joint lesson observation, Mentors need to be present as well as being available for a more general progress discussion.</i></p> <p><i>Please remind trainees to inform the reception staff of the date/ time of the placement visit.</i></p> <p><b><i>What should Business &amp; Economics trainees be doing this week?</i></b></p> <p>This is your trainee's 4<sup>th</sup> week, so they should have settled into the department. The transition leading up to 8 hours curriculum teaching per week can start – use your professional judgment regarding the phasing of this based on your placement's context and operational factors too. Other opportunities (PSHE/ TA/ Form Tutoring can be used too).</p> <p>Trainees should be starting to adapt their teaching for certain classes at this stage, for example, which groups need more support, how work is assessed within the awarding body's framework (e.g. levels of response/ assessment objectives) as well as which learners need greater challenge.</p> <p><b><i>Which paperwork do I need to fill out this week?</i></b></p> <p>Just your mentor lesson observation form - the trainee completes the weekly mentor meeting log and shares this with you so there is clarity around the detail of progress made towards previous and new targets. Your meeting should discuss your observations, go through the lesson observation report and then any other business you think is important.</p> <p>Try to have a look at your trainee's Google RoAD folder too to help shape your weekly mentor meeting discussions.</p> <p><b><i>What else should mentors be aware of?</i></b></p> <p>Trainees should be sending their lessons plans, PowerPoints and resources to you in advance – 48 hours provides an opportunity for you to give some feedback and time for the trainee to make any amendments.</p> <p>Finally, this second half of P1 can start to feel more daunting for some trainees as they adjust to the incrementally increasing demands of teaching. They are all very keen to do well and will welcome the structure and support of your weekly mentor meetings, constructive feedback and praise – and empathy – if things don't always go to plan.</p> <p>Thank you for your continued mentor support.</p>
	<b><i>HALF TERM wc 27/10/2025</i></b>

<p><b>Placement Week 2</b> <b>13/10/25</b> <b>&amp;</b> <b>Week 3</b> <b>20/10/2025</b></p>	<p><b><i>Weeks 2 &amp; 3: What should trainees be doing this week?</i></b></p> <ul style="list-style-type: none"> <li>• Trainees should be getting more knowledgeable about their students. Behaviour for learning starts with knowing their students'/ pupils' names.</li> <li>• Has your trainee made a seating plan for their classes?</li> <li>• In weeks 2 and 3 trainees should be able to plan and deliver 4 full lessons (equivalent to 4 hours) by the end of week 3, phasing up to 6 hours by half term and leading to 8 curriculum hours + 2 other hours (PSHE/ Tutor/ TA) during the second half of the placement using the University lesson plan.</li> <li>• Use your professional judgement for your school/ college's context how to phase this, reflecting your school/ college's timetable, the composition of your trainee's timetable (e.g. same lesson to two classes), your half term holiday and the progress being made by the trainee.</li> <li>• Email both Giles and John if there are any concerns ahead of the placement visit – our email contact details are at the top of the page.</li> </ul> <p><b><i>What paperwork and forms should I be filling in?</i></b></p> <ul style="list-style-type: none"> <li>• The trainees should be observed for 1 hour a week and receive written feedback. I have emailed the lesson observation template to you this week following the online mentor training session on 15/10.</li> <li>• All the <b>mentor resources</b> can be accessed via the mentor resources site – the link is <a href="#">here</a> and at the top of the page.</li> <li>• Trainees should have a 1-hour weekly mentor meeting. Reflect on the week's progress, set targets based on their progress so far, revisit week 2's targets in week 3 when setting week 4's targets. Continue this backward reflection and forward planning approach.</li> <li>• It is the trainee's responsibility to complete the weekly mentor meeting log and share it with you via their online Google RoAD link.</li> </ul> <p><b><i>What could I observe this week?</i></b></p> <ul style="list-style-type: none"> <li>• As trainees are now starting to teach, you could focus on the quality of Business/ Econ. curriculum content and their ability to plan and pitch the content and resources at an appropriate level.</li> </ul> <p><b><i>What else should mentors be aware of?</i></b></p>
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	<ul style="list-style-type: none"> <li>• Trainees have academic assignments and ISP's to complete, as well as completing their evidence log (called Progress Matrix Evidence in the RoAD) and ITAP log (intensive teaching and practice log).</li> <li>• Ask to see your trainee's RoAD file, they should have given you a link at this point.</li> </ul> <p><b><i>What advice would you give a Business/ Econ. subject mentor?</i></b></p> <ul style="list-style-type: none"> <li>• Apart from talking about the week with your trainee, it's a good idea to check how their organisation is going.</li> <li>• Trainees often need guidance on prioritising work and their well-being. In the mentor meeting ask if they foresee any problems arising this week.</li> </ul> <p><b>Looking ahead:</b></p> <p>Trainees have University days during P1 on:</p> <p><b>Friday 17<sup>th</sup> October</b>  <b>Monday 10<sup>th</sup> November</b>  <b>Friday 28<sup>th</sup> November</b></p>
<b>Placement Week 1 6/10/2025</b>	<p><b><i>What should Business &amp; Economics trainees be doing this week?</i></b></p> <ul style="list-style-type: none"> <li>• Trainees will still be getting to know their departments and accustomed to the way schools run and work.</li> <li>• They should getting ready to teach their classes by observing and maybe teaching the starter or similar activities. They should be looking at resources and getting familiar with schemes of work.</li> <li>• Trainees should have their timetables by now building up to 8-10 hours lessons a week, as per the phasing over the duration of the placement.</li> </ul> <p><b><i>What paperwork and forms should I be filling in?</i></b></p> <ul style="list-style-type: none"> <li>• The trainees should be observed for 1 hour a week and receive written feedback.</li> <li>• They will give you the mentor lesson observation feedback form.</li> </ul>

- They should have a 1 hour mentor meeting, go through all the sections of the mentor meeting form.

***What could I observe this week?***

- As trainees are only starting to teach, you could observe and feedback on their enthusiasm for the subject, how did they get students excited to learn Business & Economics?

***What else should mentors be aware of?***

- Trainees have academic assignments and ISP's to complete, as well as completing their evidence log (called Evidence Matrix in the RoAD) and ITAP log (intensive teaching and practice log).

***What advice would you give a Business & Economics subject mentor?***

- It's good to talk through the week with your Business & Economics trainee, speaking about the classes and Business & Economics topics they will cover.
- Make it clear when you want to see lesson plans and resources for checking. 48 hours advance notice is a reasonable time period to enable you to give constructive feedback for the trainee to make the amendments needed before the lesson.

Looking ahead:

**Online University PGCE Mentor Training/ CPD**

**[Register for Mentor Training Here](#)**

**Wednesday 15<sup>th</sup> October 2025**

**4.00pm Mentoring in 2025-26**

Rosa Archer – Head of Secondary PGCE

Joining Link for 4.00pm Teams Meeting link below

<https://teams.microsoft.com/meet/329341451588?p=KA40axqdVxT4bxjeKv>

**4.45pm Economics & Business Mentors** – subject specific mentoring Q/A with Giles Bennett (Econ & Bus Ed Tutor)

Zoom Meeting link for **Econ/ Bus Ed** with Giles below

<https://zoom.us/j/94843401147>