DE LA SALLE COLLEGE

STAFF MENTORING POLICY

"I WILL INSTRUCT YOU AND TEACH YOU IN THE WAY YOU SHOULD GOL I WILL COUNSEL YOU WITH MY EYE UPON YOU."

PSALM 32:8

Compiled by: The Head of College	Last Reviewed: June 2023
Policy Holder: Mr K. McGinty	Revision date: June 2024
Oversight Governor: David Cahill	Verification date: Autumn 2023

THE AIMS OF The STAFF MENTORING & QUALITY ASSURANCE

Purpose

This procedure sets out how we will improve outcomes for students, by motivating teaching staff to update their skills and improve their performance.

This policy also sets out the framework for a clear and consistent assessment of the skills and overall performance of members of the Senior Management Team, including the Head of College, and for supporting their development within the context of the school's plan for improving educational provision and performance, and the standards expected from members of the teaching staff.

The College is committed to ensuring that all staff have the appropriate skills, knowledge, competence and aptitude to undertake their role effectively.

The mentoring procedure will be used also to address any concerns that are raised about a member of the teaching staff's performance. If concerns are such that they cannot be resolved through the mentoring process, there will be consideration of whether to commence either of the capability or competency procedures.

THE AIMS OF TEACHING STAFF MENTORING

Highlight the teacher's potential and ensure that teaching meets the needs of the full range of learners and course requirements.

1. RAISE EXPECTATIONS AND STANDARDS.
2. PROMOTE A 'CULTURE OF CONTINUAL PROFESSIONAL DEVELOPMENT.'
3. PROVIDE SUPPORT FOR TEACHERS FAILING TO MEET THE NEEDS OF THE LEARNERS AND IN NEED OF HELP.

OBJECTIVES OF THE PROGRAMME

The objectives are to support teachers as they work to ensure that all learners are given the best possible means of reaching their potential. It should encourage a culture of mentoring by peers within a structured framework and system. Ultimately the main objectives are to highlight and review good practice, targets, achievements and problems.

For members of the SMT and for any member of the teaching staff with a responsibility allowance it will provide a better understanding of their role & responsibilities, an appreciation of the impact they have on others in the community and to focus on personal goal setting in line with the school's plan for improving educational performance.

THE MENTORING PERIOD

The mentoring period will run for **12 months** normally for the calendar year. For SMT this period will be from the term in which they commence their external review to the anniversary of that start.

Teachers who are employed on a fixed-term contract of less than one year will have their performance managed in accordance with the principles underpinning this policy. The length of the period will be determined by the duration of their contract.

Where a teacher starts their employment at the College part way through a cycle, the Head of College or, in the case where the employee is the head teacher, the governing body shall determine the length of the first cycle for that teacher, with a view to bringing his/her cycle into line with the cycle for other teachers as soon as possible.

Where a teacher transfers to a new post within the college part-way through a cycle, the Head of College or, in the case where the employee is the head teacher, the governing body shall determine whether the cycle shall begin again and whether to change the mentor.

Mentoring

Mentoring at De La Salle College will be a supportive and developmental process.

Confidentiality and professional relationships

The mentoring process will be treated with confidentiality. Only the mentor's line manager or, where she/he had more than one, each of her/his line managers will be provided with access to the mentee's plan recorded in her/his statements. This will be done upon request and only where this is necessary to enable the line manager to discharge her/his line management responsibilities.

The process of gathering information for mentoring will not compromise normal professional relationships between teachers.

The desire for confidentiality does not override the need for the Head of College and governing body to assure the quality of the operation and effectiveness of the mentoring system. The Head of College or Vice Headteacher might, for example, review all teachers' objectives and written mentored records personally – to check consistency of approach and expectation between different mentors.

TEACHING STAFF

The day-to-day organisation of this programme is the responsibility of the Vice-Headmaster Secondary. All members of staff who teach will be part of the process. The structure is based around the middle management structure. Each identified middle manager will be responsible for a cluster of staff. The College's form for lesson observations will be used for all observations. Every member of teaching staff will be observed at least once during the mentoring period. The purpose of the observation is to generate improvement, ensure that the "ISI criteria" are embedded and confirm excellence in teaching. Each review will be assigned a day on the calendar for the observations and mentor meetings to take place.

SMT

The day-to-day organisation of this programme is the responsibility of the Head of College. All members of SMT will be part of the process. It is designed to ensure that all members of SMT have the skills and support they need to carry out their role effectively using a 360˚ external review process. It will help to ensure that SMT are able to continue to improve their professional practice and to develop as effective managers and leaders. For the Head of College and Primary Head teacher the mentoring cycle will have one two-day 360˚external review followed by two annual half day reviews conducted by the Chair of Governors or a member of the Board of Trustees. For the rest of SMT the mentoring cycle will have one external 360˚ review day followed by two annual half day reviews which will be conducted either by the Head of College or Primary Headteacher.

A three-year process is followed:

Year 1

Autumn	Head of College 360˚ (2 day) external review
	Primary Head internal review (0.5 day) – Head of College
	SMT x 2 internal review (0.5 days each) – Head of College
Spring	SMT x 1 external 360˚ review (1 day)
	SMT x 2 internal review (0.5 days each) – Head of College
Summer	SMT x 1 external 360˚ review (1 day)
	SMT x 1 internal review (0.5 day) – Head of College
	SMT(Primary) internal review (0.5 day) – Primary Headteacher

Year 2

Autumn	Primary Headteacher 360˚ (2 day) external review
	Head of College internal review (0.5 day) – Chair of Governors
	SMT x 2 internal review (0.5 days each) – Head of College
Spring	SMT x 1 external 360˚ review (1 day)
	SMT x 2 internal review (0.5 days each) – Head of College
Summer	SMT x 1 external 360˚ review (1 day)
	SMT x 1 internal review (0.5 day) – Head of College
	SMT(Primary) internal review (0.5 day) – Primary Headteacher

Year 3

Autumn	SMT x 2 external 360˚ review (1 day)
	Head of College internal review (0.5 day)– Chair of Governors
	Primary Head internal review (0.5 day)– Head of College
Spring	SMT x 1 external 360˚ review (1 day)
	SMT x 2 internal review (0.5 days each) – Head of College
Summer	SMT (Primary) x 1 external 360˚ review (1 day)
	SMT x 2 internal reviews (0.5 days each) – Head of College

This cycle means that all SMT get an annual mentoring process that is balanced throughout the school year.

Appointing Mentors

TEACHING STAFF

The choice of mentor is for the Vice Headmaster (Secondary). Where teachers have an objection to the choice, their concerns will be carefully considered and, where possible, an alternative mentor will be offered. All mentors appointed will be qualified teachers and will have current or recent teaching experience.

Where it becomes apparent that the mentor appointed by the Vice Headmaster (Secondary) will be absent for the majority of the mentoring cycle, the Vice Headmaster (Secondary) may perform those duties her/himself or delegate those duties to another teacher for the duration of that absence.

If the Vice Headmaster (Secondary) appoints a mentor who is not the teacher's line manager, the mentor to whom she/he delegates those duties will have an appropriate position in the staffing structure, together with the necessary background knowledge, skills and training to undertake the role.

Where a teacher is experiencing difficulties and the Vice Headmaster (Secondary) is not the mentor, the Vice Headmaster (Secondary) may undertake the role of mentor.

SMT

The task of mentoring the Head of College, will be delegated to a Trustee or the Chair of Governors. On a three-year cycle of mentoring, the Head of College will have an external review, the appointment of the external mentor will be made by the Chair of Governors or a member of the DLS Trust, following input from the Head of College. The other two years the Head of College will have an internal review, completed by the Chair of Governors or a member of the DLS Trust.

The Head of College will decide who will mentor others covered by this policy. Members of SMT will have an external review once every three years. The other two years the internal mentoring will be completed by the Head of College.

THE QUALITY ASSURANCE PROCESS

1. External consultants will quality assure the process.

2. All who act as Mentors are required to receive training in Lesson Observational skills.

3. New Mentors should receive the appropriate training at the earliest opportunity.

4. Mentors are verified as still effective in the process on a cycle of approximately 3 years.

This programme is a rigorous quality assurance process, if any member of staff feels that an observation did not reach the standards that they expect then another observation may be requested by an alternative mentor via the Vice Headmaster (Secondary).

The form for lesson observations is common across the school and is confidential.

SETTING OBJECTIVES

Objectives will be set before, or as soon as practicable after, the start of each mentoring period. The objectives set will be specific, measurable, achievable, realistic and time-bound (SMART) and will be appropriate to the mentee's role and level of experience. In setting the objectives, mentors will have regard to what can reasonably be expected in the context of roles, responsibilities and experience, consistent with the College's strategy for achieving a work/life balance for all staff. Mentees may at any point append their comments alongside their objectives.

The Head of College and Primary head teacher's objectives will be set by the Chair of Governors after consultation with the external mentor and the Head of College/ Primary head teacher.

Other members of SMT's objectives will be set by the Head of College after consultation with the external mentor when appropriate.

Teacher's objectives will be set by the mentor after consultation with the mentee. The mentor and mentee will seek to agree the objectives, which may be revised if circumstances change. DLS operates a system of moderation to ensure that all mentors are working to the same standards. Targets will be moderated across the College to ensure that they are consistent between teachers with similar experience and levels of responsibility. Should the objectives not be agreed, the final decision on allocation of objectives rests with the Head of College.

The agreed objectives will contain a description of what success may look like. Where use of numerical targets is appropriate, these will be reasonable, in the circumstances in which the teacher works, and it will be recognised that factors outside teachers' control may significantly affect success.

Other than in exceptional circumstances, no teacher will be given more than three objectives.

The objectives set for each teacher are intended to contribute to the College's plans for improving its educational provision and performance, and improving the education of its pupils. They will consider the professional aspirations of the teacher.

The mentor will consider an individual's circumstances, including any disability, when agreeing objectives. For example, this might include a reasonable adjustment to allow an individual slightly longer to complete a task than might otherwise be the case. When staff return from a period of extended absence, objectives may be adjusted to allow them to readjust to their working environment.

PAY PROGRESSION

The teacher mentoring policy is not linked to pay progression.

REVIEWING PERFORMANCE

Observation

The effective and efficient operation of the mentoring process requires lesson observation to be a confidential process of constructive engagement within an atmosphere of support and co-operation.

Accordingly, observations will be carried out in a supportive fashion, with professionalism, integrity and courtesy; will be evaluated objectively and reported accurately and fairly; and will take account of particular circumstances which may affect performance on the day.

At least five working days' notice of the date and time of the observation will be given and verbal feedback provided at the latest by the end of the next school day and written feedback within five working days, unless circumstances make this impossible.

Classroom observation will be carried out by qualified teachers.

For the purposes of mentoring, teachers' performance will be observed on an appropriate and reasonable number of occasions. As far as possible, they will be agreed by the mentor with the mentee, based on the individual circumstances of the teacher and the overall needs of the College. The number and duration of observations will be reasonable but includes provision for

exceptional circumstances where concerns have been raised about a teacher's performance, or where the teacher requests additional observation visits.

The Head of College, Primary Headteacher or SMT with responsibility for learning and teaching standards, may 'drop in' or undertake other observations to evaluate the standards of teaching and learning, and to ensure that high standards of professional performance are established and maintained. The length and frequency of drop-in or other observations, and the notice to be given, will vary depending on specific circumstances.

For the purpose of professional development, feedback about lesson observations should be developmental, not simply a judgement using grades.

De La Salle College will use the findings of each observation, including mentoring observations, for other management requirements (for example, subject area reviews), thereby seeking to minimise the total number of occasions on which teachers are observed.

Teachers (including SMT) whose posts have responsibilities outside the classroom should also expect to have their performance of those responsibilities observed and assessed.

Teachers can use, if they wish, a record of a recent observation that may have been undertaken by a line manager other than the mentor, within two academic terms of the current review, as part of the quality assurance process within their role of responsibility.

Development and support

Mentoring is a supportive process used to inform continuing professional development. De La Salle College wishes to encourage a culture in which all teachers take responsibility for improving their teaching through appropriate professional development, through peer observation for example. Professional development will be linked to College improvement priorities and to the professional development needs and priorities of individual teachers.

The College's continuing professional development (CPD) programme will be informed by the training and development needs identified as part of the mentoring process. The governing body will ensure in budget planning that, as far as possible, resources are made available for appropriate training and support agreed for mentees, maintaining access on an equitable basis.

An account of the training and development needs of teachers, including the instances where it did not prove possible to provide any agreed CPD, will form part of the Head of College's annual report to the governing body.

With regard to the provision of CPD in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which:

• the training and support will help the College to achieve its priorities

• the CPD identified is essential for a mentee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for teachers to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

External Mentoring Timetable for SMT, which is in addition to any lesson observations generally completed by subject leader.

Two-day timetable will include:

- o Meeting between mentee and mentor.
- o Self-evaluation form agreed in advance with mentee.
- o Questionnaire (format agreed in advance with mentee) to all College staff (Head of College)/ relevant staff.
- o Questionnaire (format agreed in advance with mentee) to all Governors.
- o Representative Parental group (agreed with mentee) to meet with Mentor
- o Governors other than Chair to meet with Mentor
- o Individual meeting with Chair of Governors
- o Individual Meetings with member/s of SMT
- o Meeting with School Council
- o Available private drop in sessions over the two break times
    - ▪ Primary staff
    - ▪ Secondary staff
- o Feedback and target setting session between mentee and mentor.

One day timetable will include:

- o Meeting between mentee and mentor.
- o Self-evaluation form agreed in advance with mentee.
- o Questionnaire (format agreed in advance with mentee) to all relevant staff.
- o Individual Meetings with other members of SMT (if relevant)
- o Available private drop in sessions over the break time to hear views of staff.
- o Feedback and target setting session between mentee and mentor.

Internal Mentoring Timetable for SMT (half a day)

- o Meeting between mentee and mentor.
- o Individual Meetings with other members of SMT/Staff (if relevant)

- Available private drop in sessions over the break time to hear views of staff.
- Feedback and target setting session between mentee and mentor.

ANNUAL ASSESSMENT

The mentee will receive as soon as practicable following the end of each review period – and have the opportunity to comment on – a written mentor's report. The mentor's report will include:

• details of the teacher's objectives for the review period in question

• an assessment of the teacher's performance of their role and responsibilities against their objectives, and against the relevant standards

• an assessment of the teacher's training and development needs, and identification of any action that should be taken to address them

• a space for the teacher's own comments

A further meeting will take place to discuss the content of the report and any further action required, and to inform setting objectives for the next cycle. In some circumstances an interim review meeting may be appropriate.

The assessment of performance and of training and development needs will inform the planning process for the following mentoring period.

TEACHERS EXPERIENCING DIFFICULTIES

When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the mentoring process in such a way that the teacher's performance improves and the problem is resolved.

Where it is apparent that a teacher's personal circumstances are leading to difficulties at the College, support will be offered as soon as possible, without waiting for the formal annual assessment.

If a mentor identifies through the mentoring process – or via other sources of information such as parental complaints – that the difficulties experienced by a teacher, if not rectified, could lead to capability or competency procedures, the mentor, the Head of College or a member of SMT will ensure that the appropriate policy is enacted.

NON-TEACHING STAFF

The day-to-day organisation of this programme is the responsibility of the Vice-Headmaster Secondary. All members of non-teaching staff will be part of the process. The structure is based around the middle management structure. Each identified middle manager will be responsible for a cluster of non-teaching staff. The College's summary mentoring form will be used for all reviews. Every member of non-teaching staff will be observed at least once during the mentoring period. The purpose of the observation is to generate improvement and confirm excellence in their particular role. Each mentee's review will be assigned to day on the calendar for the observations and mentor meetings to take place.

Development and support

Mentoring is a supportive process used to inform continuing professional development. De La Salle College wishes to encourage a culture in which all non-teaching staff take responsibility for improving their performance in their role through appropriate professional development, through peer observation for example. Personal development will be linked to College improvement priorities and to the personal development needs and priorities of individual non-teaching staff.

The College's continuing professional development (CPD) programme will be informed by the training and development needs identified as part of the mentoring process. The governing body will ensure in budget planning that, as far as possible, resources are made available for appropriate training and support agreed for mentees, maintaining access on an equitable basis.

An account of the training and development needs of non-teaching staff, including the instances where it did not prove possible to provide any agreed CPD, will form part of the Head of College's annual report to the governing body.

With regard to the provision of CPD in the case of competing demands on the budget, a decision on relative priority will be taken with regard to the extent to which:

• the training and support will help the College to achieve its priorities

• the CPD identified is essential for a mentee to meet their objectives.

Account will be taken in a review meeting of where it has not been possible for non-teaching staff to fully meet their performance criteria because the support recorded in the planning statement has not been provided.

Internal Mentoring Timetable for non-teaching staff (one hour)

- o   Meeting between mentee and mentor.

- Individual Meetings with other members of SMT/Staff (if relevant)
- Feedback and target setting session between mentee and mentor.

ANNUAL ASSESSMENT

The mentee will receive as soon as practicable following the end of each review period – and have the opportunity to comment on – a written mentor's report. The mentor's report will include:

• details of the non-teaching member of staff's objectives for the review period in question

• an assessment of the non-teaching member of staff's performance of their role and responsibilities against their objectives, and against the relevant standards

• an assessment of the non-teaching member of staff's training and development needs, and identification of any action that should be taken to address them

• a space for the non-teaching member of staff's own comments

A further meeting will take place to discuss the content of the report and any further action required, and to inform setting objectives for the next cycle. In some circumstances an interim review meeting may be appropriate.

The assessment of performance and of training and development needs will inform the planning process for the following mentoring period.

NON-TEACHING MEMBER of Staff EXPERIENCING DIFFICULTIES

When dealing with a non-teaching member of staff experiencing difficulties, the objective is to provide support and guidance through the mentoring process in such a way that the non-teaching member of staff's performance improves and the problem is resolved.

Where it is apparent that a non-teaching member of staff's personal circumstances are leading to difficulties at the College, support will be offered as soon as possible, without waiting for the formal annual assessment.

If a mentor identifies through the mentoring process – or via other sources of information – that the difficulties experienced by a non-teaching member of staff, if not rectified, could lead to capability or competency procedures, the mentor, the Head of College or a member of SMT will ensure that the appropriate policy is enacted.

GENERAL PRINCIPLES UNDERLYING THIS POLICY

Consistency of treatment and fairness

The governing body is committed to ensuring consistency of treatment and fairness and will abide by all relevant equality legislation.

Grievances

Where a member of staff raises a grievance during the mentoring process, the process may be temporarily suspended in order to deal with the grievance. Where the grievance and mentoring, competency or capability cases are related, it may be appropriate to deal with the issues concurrently.

Monitoring and evaluation

The governing body and head teacher will monitor the operation and effectiveness of the College's mentoring arrangements.

The Head of College will provide the governing body with a written report on the operation of the College's mentoring policy annually. The report will not identify any individual by name.

The Head of College will report on whether there have been any appeals or representations on an individual or collective basis on the grounds of alleged discrimination.

Retention

The governing body and head teacher will ensure that all written mentoring records are retained in a secure place for six years and then destroyed.

Mentoring Cluster Groups 2023

	Mentoring Cluster Groups	
JTR (SMT) (Ex$_{y1}$ In$_{y2}$ In$_{y3}$) aut	KMcG	TTD
K. McGinty (Ex$_{y1}$ In$_{y2}$ In$_{y3}$) spr	S. Melia	A. Martin
T. Townsend (In$_{y1}$ In$_{y2}$ Ex$_{y3}$) aut	R. Poingdestre	L. Young
S. Barrett (In$_{y1}$ Ex$_{y2}$ In$_{y3}$) spr	J. Gibbs	M. Quinlan
A. Cook (In$_{y1}$ In$_{y2}$ Ex$_{y3}$) spr	N. Jones	J. Dowie
D. Sharrock (In$_{y1}$ In$_{y2}$ Ex$_{y3}$) aut	D. Washington	H. Hunt
M. White (Ex$_{y1}$ In$_{y2}$ In$_{y3}$) sum	H. Grace	J. McClarnon
T. Silvester (In$_{y1}$ Ex$_{y2}$ In$_{y3}$) sum	S. Andrews	T. Quenault
G. Coutanche (In$_{y1}$ Ex$_{y2}$ In$_{y3}$) aut		
E. Hutchings (In$_{y1}$ In$_{y2}$ Ex$_{y3}$) sum		
SBT	ACK	TSR
K. Pallot	A. Woodward	T. Savarese
J. Sharrock	D. McCormack	G. Parslow
B. Asquith	P. Rogers	E. Le Fevre
R. Balderson	C. Washington	M. Le Moignon
S. Bond	B. Campbell	O. Deen
S. Farnham	T. Turner	H. Pickstock
C. Hubert	J. Black	O. Ward/G. Pepper
	C. Glenn	C. van Zyl
		M. Adamson
MWE	GCE	EHS
L. Cowen-Barrett	J. Bell	Z. Le Ber
J. Napton	S. Marshall	L. Snape
D. Townsend	K. Sweeney	J. Myles
R. Wilson	S. Coutanche	A. Burwood
E. Gascoyne	J. Power	L. Blake
P. Peffers	G. McCann	P. Milon
N. Rouault	G. Pottiez	E. Newton
C. Quinn		
C. Allman		
E. Le Moucheux		
DSK (Staff i)	DSK (Staff ii)	JTR (Staff)
T. Noel	L. Rodrigues	A. Videgrain
M. Williams	T. Viera	M. Nicolas
D. McGuigan	F. Viera	N. Le Cornu
T. Nerac	L. De Fretias	P. Le Gal
A. Ptasznik-Ascencao	S. De Freitas	L. Bowen
P. Kowalczyk	L. Olim	
	P. Viveiros Costa	