



UNIVERSITY OF  
GIBRALTAR

## Role Description

**Title:** PGCE Mentor

**Duration:** 1 year, renewable

**Hours worked per week:** Flexible

## Main Duties and Responsibilities

**Responsible to:** PGCE Programme Coordinator

The role of the mentors in the University of Gibraltar PGCE programme will be a crucial factor in the development of teaching and learning practitioners that will equip future generations of learners with the skills that they require in everyday life. These individuals have a duty to support the implementation of the future vision for education in Gibraltar, the three main elements of which are as follows:

- **Educational Equity:** Every learner should have the opportunity to fulfil their potential through education. A learner's success should not depend on the teacher that teaches them, the school that they attend, their academic ability or their educational needs.
- **Teaching and Learning:** The learning journey that our learners undergo should equip them with the skills to succeed in an ever changing world, resulting in the best version of themselves. High quality practitioners should deliver innovative and creative teaching and learning experiences which develop learners that are knowledgeable, caring, balanced, reflective, resilient and creative.
- **Community of Learners:** Our education system should enrich the needs of our community so that Gibraltar as a nation can continue to prosper. We should foster a love for learning in our learners by ensuring that our schools are communities of learning, where continuous professional development is central to the way we develop our teachers.

**Potential mentors are expected to demonstrate competence across two main areas:**

### 1. Professional Standards

#### Professional development

**Mentors should be able to demonstrate that they:**

- Are deeply committed to the process of continuous professional development, both in respect to their own practice and the wider educational community.
- Are prepared to engage in an ongoing professional development programme to innovate and reflect on their own practice and skills, to best support the students on the PGCE.
- Are prepared to use a wide range of teaching tools and resources, including digital, to share and reflect on their own practice, over the entire year.

#### Own classroom practice

### **Mentors should be able to demonstrate that they:**

- Are able integrate a wide range of teaching tools and resources, including digital, into their curriculum to enrich the learning experience and improve student outcomes.
- Have a deep understanding of effective teaching and learning, and can demonstrate how they offer meaningful learning experiences to students.
- Are successfully teaching the current curriculum, whilst introducing innovative instructional design.
- Can explain what the essential learning skills are, can explain why they are important for our young people and can demonstrate how they are integrating these into their lessons.
- provide differentiated learning experiences within their classroom to reach the needs of all their students.
- Support the Department of Education's vision for teaching and learning and wish to be actively engaged in helping to bring it to life.

### **Coaching and mentoring**

#### **Mentors should be able to demonstrate that they:**

- Have are fulfilling the roles of coach and mentor or have fulfilled these roles in their own school, and possibly within the wider educational community.
- Understands the difference between a coach and a mentor, and the skills required to succeed in both roles.
- Are prepared to develop and maintain the role of mentor to a PGCE student, supporting them to become the most effective educator they can be.
- Are prepared to nurture their trainee so that they recognise the benefit of engaging in an ongoing cycle of professional development throughout their career.

## **2. Mentor Standards**

### **Personal Qualities**

**Establish trusting relationships, modelling high standards of practice, and understand how to support a trainee through initial teacher training**

#### **The mentor should:**

- be approachable, make time for the trainee, and prioritise meetings and discussions with them;
- use a range of effective interpersonal skills to respond to the needs of the trainee;
- offer support with integrity, honesty and respect;
- use appropriate challenge to encourage the trainee to reflect on their practice; and support the improvement of a trainee's teaching by modelling exemplary practice in planning, teaching and assessment.

### **Teaching**

**Support trainees to develop their teaching practice in order to set high expectations of all pupils and to meet their needs**

**The mentor should:**

- support the trainee in forming good relationships with pupils, and in developing effective behaviour and classroom management strategies;
- support the trainee in developing effective approaches to planning, teaching and assessment;
- support the trainee with marking and assessment of pupil work through moderation or double marking;
- give constructive, clear and timely feedback on lesson observations;
- broker opportunities to observe best practice;
- support the trainee in accessing expert subject and pedagogical knowledge;
- resolve in-school issues on the trainee's behalf where they lack the confidence or experience to do so themselves;
- enable and encourage the trainee to evaluate and improve their teaching; and enable the trainee to access, utilise and interpret robust educational research to inform their teaching.

**Professionalism**

**Set high expectations and induct the trainee to understand their role and responsibilities as a teacher**

**The mentor should:**

- encourage the trainee to participate in the life of the school and understand its role within the wider community;
- support the trainee in developing the highest standards of professional and personal conduct;
- support the trainee in promoting equality and diversity;
- ensure the trainee understands and complies with relevant legislation, including that related to the safeguarding of children; and support the trainee to develop skills to manage time effectively.

**Self-development and working in partnership**

**Continue to develop their own professional knowledge, skills and understanding and invest time in developing a good working relationship within relevant PGCE partnerships.**

**The mentor should:**

- ensure consistency by working with other mentors and partners to moderate judgements; and;
- continue to develop their own mentoring practice and subject and pedagogical expertise by accessing appropriate professional development and engaging with robust research.