Update 3: Mentoring with IOE on our Primary and Secondary PGCE Programmes

This guidance, published in March 2025, only relates to IOE's Secondary and Primary PGCE programmes.

About this update

Welcome to our third mentoring update for placement mentors and lead placement mentors. These updates follow the introduction of IOE's new mentor development curriculum from September 2024 in line with [DfE national ITT criteria](#).

[Click here for a fully accessible version of this update](#)

Read previous updates here: [Autumn 2023](#) or [Spring/Summer 2024](#)

Contents

If you would like to host PGCE students in partnership with IOE, please contact us at: placements@ucl.ac.uk.

If you have yet to login to our new mentor development curriculum, see guidance here:

[All-through schools](#)
[Primary schools](#)
[Secondary](#)

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1. Mentoring with IOE

'I am being asked to engage more critically with research rather than being told what to do.'

'The face-to-face training at conference has been great'

'I felt supported and scaffolded when planning for our students'   Mentor Feedback

Our programmes draw on the expertise of school-based mentors who we work in partnership with across London. We adopt an [educative mentoring approach](#) (Mackintosh, 2019) to best leverage this expertise to support student teachers' learning. Through educative mentoring, mentors on IOE's programmes engage in 'joint work' with student teachers to understand and collaboratively develop their practice. We consider mentoring to be 'skilled professional practice' that requires both time and support (Daly et al, 2021).

Our new mentor development curriculum has been designed to equip mentors with the expertise in supporting new teacher learning that underpins highly successful educative mentoring. We have worked with mentors themselves to develop a curriculum that is engaging, inspiring and flexible. This curriculum builds upon our existing provision and includes opportunities for mentors to reflect on their current thinking and gain new perspectives that inform how they work with student teachers and other colleagues in school.

All mentors registered with us engage with the mentor curriculum online on UCL Extend (our VLE) and in person at programme-specific mentoring conferences during school placements.
[Find out more about educative mentoring and IOE's approach here](#)

2. Mentoring roles

Placement mentor
Every student teacher is assigned a placement mentor (PM) during their school experience. The PM works directly with student teachers during placements, being responsible for their day-to-day learning within their setting (nursery, school or college). PMs provide at least 1.5 hours of mentoring support each week to student teachers, as required by the ITT regulations. This includes a weekly hour-long mentor meeting plus additional support such as informal catchups and lesson observations.

Lead placement mentor
Building on our former model (PCM-secondary, SM-primary), we now have a Lead Placement Mentor (LPM) role. The LPM works closely with mentors and student teachers and is responsible for leading and overseeing the quality of mentoring in their specific school context. Sometimes, LPMs work across more than one school, for example on IOE's Lead Partner Direct route.

3. The Mentor Development Curriculum

The mentor curriculum is tailored to meet the needs of new and experienced PMs and LPMs. It is front-loaded to mentors' first year of working with us (see outline below). In subsequent years mentors engage with a shorter programme that both keeps them updated on programme changes and continues to develop their mentoring knowledge and practice. This includes conference days and online briefings, working with university colleagues during school visits and access to a range of online/in-person enrichment opportunities.

> 'This module made me think carefully about the 'dual identities' of student teachers and how to encourage them to embrace this mode of being – ideally, all teachers situate themselves as both teacher and learner'
>
> Mentor Feedback

Year 1 core mentor development curriculum

Introduction to ITE at IOE
(Online – asynchronous)
- IOE's approach to mentoring
- Introduction to the PGCE and the role of the PM/LPM within it

Core LPM/PM curriculum
(Online live & in-person in school)
- Online briefings
- Mentor development (LPM or PM specific)
- Tutor visits/joint mentor-tutor observations
- Meeting with LPM or PMs
- Reading LPM or PM guidance

Enrichment
(Online &/or in person conferences)
- Choose from subject/phase-specific teaching or mentoring focused development opportunities

Optional content

Fundamentals of mentoring
(Online – asynchronous)
Self-select from NASBTTLearn modules such as:
- mentoring vs. coaching
- mental health
- difficult conversations
- deliberate practice

Don't forget to 'mark as done' when you have completed **online, IOE or school-based content**, inc. tutor visits and online briefings
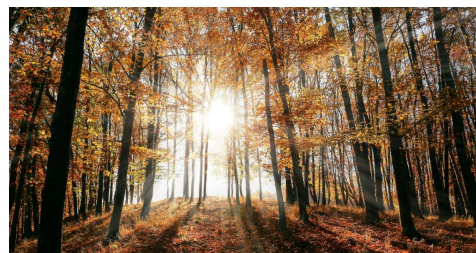
Mark as done

Year 2 core mentor development curriculum
In year 2, LPMs and PMs will only engage with the core curriculum content and continue to have access to IOE's full enrichment curriculum.

4. Spotlight on IOE's mentor enrichment curriculum

As part of IOE's ambition to create a mentor development programme that is engaging and interesting for mentors, we have developed IOE's enrichment curriculum. This gives mentors access to a growing range of professional development opportunities to develop their mentoring practice and/or subject/phase expertise. The enrichment curriculum includes ITE-wide opportunities for all early years, primary and secondary colleagues, and phase (primary/secondary) and secondary subject-specific learning.

Current enrichment opportunities include a range of online flexible seminars and courses, as well as in-person conferences and opportunities to develop research partnerships with the university and wider partner schools. Much of this content can be shared with wider colleagues in IOE partner schools.

Enrichment curriculum development

We are now looking to develop this curriculum as a partnership to include opportunities that are facilitated by both school mentors and university tutors.

- Do you have any ideas as to what to include for mentors in your school?

- Perhaps you would like to contribute to the development of other mentors in the partnership by sharing your expertise?

If you would like to work with IOE colleagues to develop an aspect of the enrichment curriculum, please get in touch with your university tutor or university partnership lead (secondary only).

5. Mentor perspectives

We are hugely grateful for the time you have taken to share your feedback on the new curriculum so far. We have had some really positive feedback from mentors who have registered and engaged with the curriculum on Extend.

> 'inspiring'
> 'valuable CPD'
> 'research-rich'
> 'well-written'
> 'comprehensive'
>
> Mentor Feedback

Responding to your feedback

We are committed to ensuring that we continue to evolve the mentor curriculum by listening carefully to your feedback this year to inform future developments.

When you have completed the mentor development curriculum, please complete the curriculum evaluation here:
Lead Placement Mentor Evaluation & Certificate
Placement Mentor Evaluation & Certificate
LPM & PM Combined Evaluation & Certificate

You can also add your thoughts at any time via these PM and LPM surveys.

So far, we have responded to feedback about mentor workload implications by:

- Making the [fundamentals of mentoring module](#) optional

- Developing a [policy and approach to recognising mentor prior or concurrent learning](#) to offer exemptions from some LPM curriculum elements

- Providing [tailored enrichment opportunities](#) for mentors and wider school colleagues

- Taking a flexible approach with opportunities for online and in-person engagement

We have also responded to feedback on enrichment content by developing:

Primary opportunities:
- Deepening mentor understanding of educative mentoring
- Support for pupils with SEND, focusing on communication and language

Secondary opportunities:
- Climate change and sustainability focused opportunities at the upcoming LPM summer conference
- Subject-specific opportunities such as engaging with English MA sessions

ITE-wide asynchronous content exploring the Anti-Racism Framework for ITE and the implications for mentoring.

6. Funding for mentoring

Schools who partner with IOE will continue to receive placement fees from IOE for each student teacher that they mentor, as outlined in our partnership agreement, known as the Memorandum of Agreement (MoA). In addition to this:

Lead Placement Mentors
IOE will be providing additional funding to support schools with the costs associated with the Lead Placement Mentor (LPM) role for 2024-5. This new, additional funding amounts to approximately £200 per student teacher per placement and will be paid by UCL to schools between September 2025 and January 2026. Please note that to receive this funding, LPMs must have completed the LPM development curriculum.

Placement Mentors
Schools will be able to claim financial support from the DfE to help with the costs associated with the Placement Mentor role. This funding (up to £1072 or PMs in inner London) can be used to help with costs of PMs being away from the classroom while they learn e.g. paying someone to take over lessons while a mentor is completing the mentor development curriculum. [Click here for more information on how this funding can be used.](#)
[For detailed information on funding eligibility and how to claim, please click here.](#)

7. Completing the mentor curriculum

On completion of each section of the mentor curriculum, **please mark each section as done**. Once you have completed all aspects related to your mentor role and school experience(s), please complete the relevant evaluation linked below. On submission, you will receive a certificate of completion which should be retained for funding purposes. Please note that access to evaluation and certificate is enabled once all curriculum elements are 'marked as done'.
[Lead Placement Mentor Evaluation & Certificate](#)
[Placement Mentor Evaluation & Certificate](#)
[LPM & PM Combined Evaluation & Certificate](#)

8. Partner with us

We are always looking for new partnership schools to work with us to educate new teachers.

We see this collaborative work as mutually beneficial. In return for your commitment to mentoring new teachers, you can expect:

- Passionate student teachers who bring a wealth of experience to the profession

- High quality programmes of Initial Teacher Education - awarded 'Outstanding' across all four phases of education (Ofsted, 2024)

- A listening collaborative partnership - Ofsted (2024) praised IOE's 'highly effective partnership work'

- Strong phase and subject expertise informing our work with student teachers and schools

- Excellent mentor development opportunities – rich CPD offer and the opportunity to gain IOE Mentor Recognition

- Opportunities for collaboration – from student teacher recruitment to PGCE curriculum design and research partnerships to support teaching and learning in your school

- Opportunities to engage with cutting edge research – UCL IOE is ranked number 1 in the world for education in QS World University Rankings

- Opportunities to promote your school's ECT vacancies for free on our Careers Forums

- Funding for placements and mentor development

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For more information about our programmes for ITE, ECTs and school leaders, please click the relevant link below:
PGCE programmes
Early Career Framework
National Professional Qualifications
Mathematics Teacher Degree Apprenticeship (starts September 2025)

9. Questions remaining?

Click here for the latest FAQs and up-to-date mentor curriculum and funding information.
If you would like more information about the general mentor training grant, please email **ittmentor.funding@education.gov.uk**.

Key Documents

Initial Teacher Training (ITT) Reform Funding Guidance
General Mentor Training conditions of grant - November 2024 - this relates to Placement Mentors
General mentor training: additional guidance - includes information on how and when schools should submit a funding claim (p. 7) for Placement Mentors
Frequently asked questions