

Mentor Handbook

Level 5 Learning and Skills Teacher



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Introduction

‘The human relationship and the conversational learning between mentor and mentee is essentially about learning in a social context and the learning which takes place, because it is social, externalised and internalised, is of a higher order. Coaching and mentoring then reach the parts that other forms of learning just cannot reach’ (Gray et al, 2016, p109)

Welcome to Shaw Trust and Ixion Holdings’ guidance for L5 Learning and Skills Teacher’s mentors. We are a national, not-for-profit, Ofsted ‘good’ training provider of skills and education, and proud to be part of the Shaw Trust Group, a social purpose organisation. Our focus is on you and your mentee, and during the programme we will work in partnership to help your mentee reach their full potential, making each step of their journey an enjoyable and safe learning experience. This handbook will provide you with the information you need to support your mentee whilst on programme. We hope you find it informative and helpful.



Visions and values

At Shaw Trust, we believe that that everyone, regardless of their background, should benefit from an excellent education and that every education professional should be supported to be their best. Our core values define what we stand for and how we do things, helping us to work together in the most fulfilling way to provide the best service to our learners.

- We care about people
- We make a difference
- We are inclusive
- We are collaborative
- We are honest

Our Level 5 Learning and Skills Teacher curriculum aligns with our values in that it is designed to inspire and motivate student teachers to grow personally and professionally,

to build networks and collaborate with others within the field of education and research and to be key role models who strive for excellence and contribute positively to teaching profession.

The curriculum intent is to ensure that teachers are equipped with the necessary knowledge, skills, and behaviours to support and improve the learning outcomes of their students in a variety of educational settings. The curriculum is designed to provide a thorough understanding of pedagogical theories, subject-specific knowledge, and the regulatory frameworks governing education. This ensures that teachers can deliver high-quality education and adapt their teaching strategies to meet the diverse needs of learners.

Who is involved?

The Mentor - You

Provides the apprentice with advice and guidance to develop teaching practice. Reviews apprentice's progress monthly as part of a mentor meeting. Attends apprentice's progress review and reviews progress with line manager and teaching assessor every 8-10 weeks.

The Apprentice

Attends and engages with workshops and works towards the Level 5 Learning & Skills Teacher standard. Meets with mentor monthly to review progress. Attends progress review meetings with mentor, line manager and teaching assessor every 8-10 weeks.

Teaching Assessor

Identify the apprentice's learning needs. Help create and guide the apprentice's Individual Learning Plan. Deliver training and assess the apprentice's progress. Gives regular feedback and support. They'll also make sure the apprentice is meeting the standards of the apprenticeship and help them prepare for their End Point Assessment (EPA).

Employer and Line Manager

Provides the apprentice with off the job training time and resources to complete their training. Reviews apprentice's progress every 8-10 weeks. Confirms when the apprentice is ready for Gateway and EPA. Provides the apprentice with a workplace mentor.

SEND Lead

If the apprentice has a learning difficulty or disability, our SEND Lead will:
Review their needs (conduct a Learning Needs Assessment)
Help arrange reasonable adjustments.
Work with their Teaching Assessor to support their learning.

Independent End Point Assessor

Assesses the apprentice's final EPA. They are independent and not part of Ixion. They evaluate the apprentice's knowledge, skills, and behaviours using methods such as interviews, presentations, or practical assessments.

Ofsted

Ofsted inspects independent training providers such as Ixion to ensure we meet national education standards. They may speak with you or visit your workplace during an inspection. We will always inform you if this happens.

Independent End Point Assessor

Assesses the apprentice's final EPA. They are independent and not part of Ixion. They evaluate the apprentice's knowledge, skills, and behaviours using methods such as interviews, presentations, or practical assessments.

Functional Skills Teaching Assessor

If the apprentice is working towards English or Maths qualifications, a specialist tutor may support the apprentice. The apprentice's Teaching Assessor will refer them if needed.

The Mentor's Role

As a mentor, you will work closely with your apprentice, their line manager and employer and their Teaching Assessor over the duration of their programme.

Below are the key responsibilities of a mentor:

- Supporting the apprentice to understand how the learning from the apprenticeship workshops should be applied in practice, including the modelling and demonstration of practice, where appropriate.
- Ensuring the apprentice has a teaching timetable that provides a breadth of experience of ability groups across the 16+ age phase, where possible, as well as a balance between teaching, observation and planning and marking time.
- Ensuring apprentices receive their mentoring entitlement in the workplace, including a weekly mentor meeting, by using the Monthly Mentor Meeting structure (appendix A).
- Support the apprentice with reflecting on their own practice, using a REAL (reflection of experience and learning), more information to be given during the induction meeting for the training programme for mentors.
- Supporting the apprentice with the challenges of teaching specific subjects by helping them interpret pedagogical principles within their curriculum area and modelling approaches that address subject specific difficulties.
- Being the first point of contact for any progress, attendance or pastoral concerns raised about/by the apprentice in the workplace and reporting these to the line manager and Teaching Assessor in the first instance.
- Secure appropriate professional development opportunities for apprentices within their setting, including ensuring apprentices have opportunities to develop their experience and subject knowledge.
- Monitoring and assessing the apprentice's progress, including setting and reviewing targets and attending the progress reviews every 8-10 weeks using the progress review structure (appendix B).
- Engaging in mentor training (see training programme below).



Mentor Requirements

A mentor for a Level 5 Learning and Skills Teacher apprentice must be a subject specialist in the area the apprentice teaches and hold a minimum of a Level 5 qualification in teaching and learning. This level of expertise is important because it allows the mentor to model effective practice, provide accurate guidance on subject specific pedagogy, and support the apprentice to meet the professional standards of the role. A mentor with current and credible teaching experience can give context specific feedback, identify gaps in subject knowledge, and help the apprentice apply theory within real teaching situations. This supports safe, high quality teaching, protects learner experience, and promotes the apprentice's professional growth throughout the programme.



Training Programme for Mentors

Attendance at all mentor training sessions is a mandatory requirement. These sessions provide the knowledge and practical guidance needed to support apprentices effectively and to meet programme expectations. When mentors attend consistently, apprentices receive accurate, up to date support that aligns with the curriculum, assessment requirements, and professional standards. Mandatory attendance also promotes consistency across all mentoring practice, reduces the risk of misinformation, and helps mentors apply shared approaches that lead to

better outcomes for apprentices. The sessions also give mentors protected time for their own development, which strengthens their teaching practice and supports quality across the programme.

The purpose of these training sessions is to equip mentors to guide apprentices through every stage of the learning journey without creating unnecessary workload. Each session has a specific focus linked to the apprentice's development milestones.

Month 1

Mentor Induction

Month 3

Sharing Best Practice (Mentor meetings and Reflection of experience and learning)

Month 6

Sharing Best Practice (Observations and Feedback Methods)

Month 9

Sharing Best Practice (Assessing apprentice understanding)

Month 12

Preparing your apprentice for End Point Assessment (EPA)

Month 15

Preparing your apprentice for ongoing progression

Overview of Curriculum

Our curriculum is outlined in the following categories: -

- Safeguarding & Learner Wellbeing
- Professional Standards
- The Positive Learning Environment
- Evidence Informed Teaching Strategies
- Questioning Techniques
- Differentiation and Adaptive Teaching
- Recall and Assessment

A full curriculum overview can be found within the Apprenticeship Learning Journey.

This is agreed with every apprentice, mentor and line manager at the enrolment stage of the apprenticeship. This is reviewed every progress review with the apprentice, mentor and line manager. Please take time to review this, as this could feed into the monthly mentor meetings you have.

We have also provided all apprentices with additional resources related to these categories, found on Padlet. To gain access to this, the link and password will be emailed to you separately.



Curriculum Delivery

The apprentice will receive teaching and learning at least once per month to develop their knowledge, skills, and behaviours which can be delivered:

- In-person at their workplace.
- Online remotely via Microsoft Teams.
- A blended combination of both above.

The apprentice will have reading to complete each month, based around consolidating the learning of the workshop that month. They will also have an assignment to assess their understanding of this topic.

The apprentice will complete mock end point assessment activities at key milestones in their learning journey to ensure that they are fully prepared to successfully achieve their end point assessment. (Please see the EPA section).



OTJT – Off the Job Training

In England, it is a statutory requirement for an apprentice to spend a minimum of 6 hours per week (adjusted for part time hours) of their paid time 'off-the-job training'. This involves essential training to help them gain the skills needed to complete their apprenticeship.

Off-the-job training is delivered by subject experts and can include:

- Teaching theory (e.g. classroom lessons, lectures and online learning).
- Practical training (e.g. shadowing, mentoring, industry visits).
- Learning support and time to write assignments.
- Employer inhouse training/courses*.

The training can take place in or out of the work environment but must be completed during paid working hours or time must be given back in lieu if outside of normal working hours. If not completed on time, this could put the timely completion of their apprenticeship at risk.

Off-the-job hours recording, the activity they have completed, what they have learnt relating to their knowledge, skills and behaviours and how they will apply this, must be recorded in the Learning Journal in their e-portfolio (OneFile).

* This does not include internal mandatory training requirements



Monitoring and Assessing Progress

a. Mentor Meetings

Mentor meetings must take place monthly and should follow the structure outlined in the template provided in Appendix A. These meetings are an opportunity to review the apprentice's recent teaching experiences, identify areas for improvement, and set clear goals for the coming weeks. The discussion should cover successes and challenges in lesson planning, delivery, and classroom management, with a focus on developing practical strategies for improvement.

During the meeting, encourage the apprentice to reflect on their own practice and share observations. Provide constructive feedback and suggest specific pedagogical approaches they can trial, such as differentiated instruction, formative assessment techniques, or active learning strategies. Discuss how these methods can be applied in upcoming sessions and identify opportunities for the apprentice to experiment and build confidence in their teaching.

The mentor should also offer guidance on managing workload, engaging learners, and meeting curriculum requirements. Where appropriate, highlight resources or training that can support skill development. Address any concerns about progress toward qualification standards and agree on actions to help the apprentice stay on track.

Finally, document the key discussion points, agreed actions, and timelines using the meeting template. Both mentor and apprentice should sign off on the notes to confirm accountability and maintain a clear record of progress.

b. Progress Review Meetings

The apprentice, you as a mentor and the apprentice's employer will be invited by the Teaching Assessor to attend the apprentice initial progress review, within their first 5 weeks on programme, and subsequently every 8–10 weeks thereafter. This is a mandatory requirement of their apprenticeship to enable a review of their progress, agree new learning objectives, off-the-job activities, and identify any further support required.

It is important that their progress remains on track, enabling them to progress towards their End Point Assessment (EPA) in a timely manner.

c. Reflections of Experience and Learning

Apprentices must complete a monthly Reflection of experience and learning, which is found in Appendix C. This is designed to structure reflective practice and coaching between the apprentice and mentor. It consists of three stages:

Stage 1: Apprentice's Reflection / Research Link

The apprentice begins by reflecting on their recent teaching experiences. This should include what went well, what challenges they faced, and what they learned. They should also link their reflection to relevant research or theory, for example citing pedagogical approaches or best practice guidance. This stage encourages critical thinking and connects practical experience to academic or professional standards.

Stage 2: Mentor's Response – Reflective Coaching

The mentor reviews the apprentice's reflection and provides a written response. This is not just feedback but reflective coaching, meaning the mentor should guide the apprentice to think more deeply about their practice, question assumptions, and consider alternative strategies. The response should include constructive advice, suggestions for improvement, and encouragement to apply new techniques. The aim is to support professional growth through dialogue rather than directive instruction.

Stage 3: Apprentice's Evaluation of Further Experience Following Research and Practice

After implementing the mentor's advice and trying new approaches, the apprentice completes a follow-up evaluation. This stage focuses on what changed as a result of the research and practice, what impact the adjustments had on teaching and learning, and what further development is needed. It closes the reflective cycle by reinforcing continuous improvement and evidence-based practice.

d. Assignments

Apprentices are required to complete one written assignment each month, based on the workshop they have attended. These assignments allow apprentices to consolidate learning from the workshop and apply it to their teaching practice. The topics will align with the workshop content and may include tasks such as evaluating a teaching strategy, designing a lesson plan, or reflecting on classroom management techniques.

Mentors are not expected to write or edit the assignment but should provide support where needed. This may include clarifying expectations, discussing how the workshop content relates to the apprentice's teaching context, and suggesting practical examples or resources. Mentors can also review the apprentice's ideas before submission to check they are on the right track, offering constructive feedback without completing the work for them. The goal is to guide apprentices in producing work that demonstrates understanding and application of theory to practice.

e. Professional Discussions

Professional discussions take place at key points throughout the apprenticeship programme. These are structured conversations between the apprentice and the Teaching Assessor, designed to assess knowledge, skills, and behaviours against the apprenticeship standards. They are formal assessment activities, not casual check-ins, and will contribute to the apprentice's overall progress and evidence portfolio.

As a mentor, your role is to help the apprentice prepare for these discussions.

This may include:

- Encouraging the apprentice to reflect on their teaching practice and identify examples that demonstrate competence.
- Helping them link experiences to the required standards and terminology.
- Supporting them in organising evidence, such as lesson plans, observation feedback, and learner progress data.

You do not attend the professional discussion itself, but your guidance beforehand can make a significant difference in how confidently and effectively the apprentice presents their evidence. Remind apprentices that these discussions are an opportunity to showcase their development and professional understanding.

f. Lesson Observations

The Teaching Assessor will complete two formal teaching observations during the 18-month apprenticeship programme. These observations are designed to evaluate the apprentice's teaching practice against the required standards and provide detailed feedback to support their development. Each observation will focus on key areas such as lesson planning, delivery, learner engagement, and assessment methods.

Mentors should be aware that these observations are an important part of the assessment process. While you do not conduct the observations, you can help the apprentice prepare by discussing lesson plans, reviewing strategies for classroom management, and encouraging reflective practice. After the observation, you may also support the apprentice in responding to feedback and identifying areas for improvement.

The observation form and grading criteria can be found in Appendix D. This document outlines how performance will be assessed and what evidence is required. Familiarising yourself with the form will help you guide the apprentice effectively and ensure they understand what is expected.

In addition to the formal observations by the Teaching Assessor, mentors are encouraged to carry out their own informal observations as needed. These can be shorter, developmental observations aimed at providing timely feedback and identifying areas for improvement. Observations by mentors may also contribute to the workplace quality assurance, as apprentices are expected to be observed regularly within their teaching environment. This helps maintain high standards and ensures the apprentice receives ongoing support to strengthen their practice.

End Point Assessment (EPA)

Once the apprentice has successfully completed their on-programme training and can demonstrate that they have met the required knowledge, skills and behaviours and evidenced their off-the job-training hours required for the apprenticeship standard, the Teaching Assessor will invite the apprentice, the mentor and the line manager to a Gateway meeting. The purpose of this meeting is a formal agreement between the apprentice, their line manager, the mentor and Teaching Assessor that the apprentice is ready to proceed to EPA.

The Gateway requirements for this standard are:

- Employer confirmation that the apprentice is working at or above the occupational standard.
- Achieved English and mathematics at Level 2.
- Compiled and submitted a portfolio of evidence to support the professional discussion, including at least 15 pieces of evidence, including at least 2 observations, with the supporting documents.
- EPAO confirmation that all gateway evidence has been provided and meets requirements.

The apprentice's EPA will be conducted by an independent body, known as an End Point Assessment Organisation (EPAO), ensuring impartiality.

The EPA consists of three main components:

1. Observation of Teaching Practice

- The apprentice delivers a live teaching session observed by the assessor.
- This demonstrates their ability to plan, deliver, and assess learning effectively.

2. Professional Discussion

- A structured conversation with the assessor, focusing on the apprentice's experience, evidence portfolio, and application of theory to practice.
- The apprentice must articulate how they meet the standard and reflect on their development.

Mentor's Role:

You do not attend the EPA, but you play a key part in preparing the apprentice. This includes:

- Helping them identify strong examples of practice and evidence for discussion.
- Encouraging reflective thinking and linking experiences to the standard.
- Supporting confidence-building through mock discussions or presentations.

The EPA is graded as Pass or Distinction, and successful completion is required for the apprentice to achieve the qualification.

Support for Apprentices with Special Education Needs and/or Disabilities (SEND)

If the apprentice has a special educational need and/or disability, we're here to make sure they get the support they need to succeed. We are committed to creating an inclusive learning environment where everyone can thrive and we work closely with employers and mentors to ensure apprentices are appropriately supported in their workplace.

We may identify the apprentice support needs in several ways:

- The apprentice tells us about a diagnosed condition or previous support and how they are best supported.
- The Teaching Assessor identifies the apprentice may benefit from extra support.

If needed, our SEND Lead will contact the apprentice to complete a Needs Assessment and create a support plan tailored to them.

We can offer:

- Adjustments to how their learning is delivered (e.g. extra time, different formats).
- One-to-one support or mentoring.

- Help with organisation, communication, or study skills.
- Tools and resources to support their learning style.

The Teaching Assessor will work with the apprentice and the SEND Lead to make sure the apprentice Individual Learning Plan reflects the apprentice's needs.

We understand that remote learning may be more challenging for some learners.

We will work with the apprentice to:

- Adapt sessions to suit your learning style.
- Provide accessible materials.
- Offer extra support where needed.

If you have questions or think the apprentice might need support, speak to the Teaching Assessor.



Safeguarding & Apprentice Well-being

Safeguarding means:

- Protecting from abuse, neglect, or harm.
- Ensuring the apprentice stays safe at home, at work, online, and in their community.
- Supporting the apprentice if they are at risk or feel unsafe.

We also have a duty to promote Fundamental British Values and reduce the risk of exposure to extremism, violence, or exploitation.

Harm can be:

- Physical –being hurt or attacked.
- Emotional –being bullied, threatened, or made to feel unsafe.
- Sexual –unwanted or inappropriate sexual behaviour.
- Neglect –not being cared for properly or being ignored.
- Online –cyberbullying, grooming, or exposure to harmful content.

If something does not feel right, it probably is not. Please speak up.

We:

- Enhanced DBS check all teaching staff through the Disclosure and Barring Service (DBS).
- Train staff to recognise and respond to safeguarding concerns.
- Work with external agencies to provide extra support when needed.
- Have a Designated Safeguarding Lead you can contact at any time.

If you're worried about the apprentice's safety or someone else's, contact our designated safeguarding team on: lws@ixionholdings.com

You can also speak to the Teaching Assessor or report concerns through our website.



Learner Wellbeing Support

We understand that life as an apprentice can be challenging and that personal circumstances can change and impact on their studies. Whether the apprentice is showing signs of feeling stressed, overwhelmed, is experiencing adverse personal circumstances or just needs someone to talk to, we are here to help.

The Teaching Assessor will work with the apprentice to appropriately support them to complete their apprenticeship successfully.

Ixion recognises that our learners come from diverse backgrounds, have different starting points, individual needs and aspirations, and experience life in different ways.

Ixion is committed to ensuring all teaching and learning environments are accessible and inclusive with curriculums that are rich and diverse. We aim to equip people from all backgrounds regardless of their starting points with the skills knowledge and behaviours they need to progress in life and their careers.

We are committed to ensuring equity of opportunity for learners with protected and non-protected characteristics and aim to understand each learner's individual support needs which, we recognise, may change throughout a programme of study.

We encourage every learner to let us know as soon as possible if they have any personal circumstances, learning differences, a disability, or health condition including any mental health issues that might affect their learning. We will then discuss this in

confidence with them and do everything we can to provide the additional support or adjustments they may need.

Throughout their course, through progress reviews and confidential discussions, etc., our learners are provided with opportunities to let us know if they are experiencing any changing circumstances that are impacting on their studies. They can contact their teaching assessor or our learner wellbeing support team at lws@ixionholdings.com and we will do our utmost to support them to overcome any barriers to their learning and/or their wellbeing and to thrive and successfully achieve.

Our Learner Wellbeing Support (LWS) is a free, confidential service that offers emotional and practical support during an apprenticeship. We are here to listen, guide, and connect the apprentice with the help they need.

We offer support with:

- Mental health and emotional wellbeing.
- Disability or learning support.
- Personal or family issues.
- Apprenticeship concerns.
- Anything else that is affecting an apprentice's learning or wellbeing.

If your apprentice needs help, just send us an email: lws@ixionholdings.com

Mental Health & Emotional Support

Service	Contact	Website
Samaritans (24/7 support)	116 123 / jo@samaritans.org	samaritans.org
MIND	0208 215 2243	mind.org.uk
SANE	0300 304 7000	sane.org.uk
Every Mind Matters	-	nhs.uk/every-mind-matters

Key Contacts

Designated Safeguarding Lead and SENDCo	Samantha Hanley lws@ixionholdings.com
Apprenticeship Delivery Manager	Tracey Martin tracey.martin@ixionholdings.com
Internal Quality Assurer	Farah Iqbal-Mahmood Farah.Iqbal-Mahmood@ixionholdings.com
Teaching Assessors	Georgina Beckett Georgina.beckett@ixionholdings.com

Appendix A – Monthly Meeting Structure

Monthly Mentor Meeting	
Mentor Name:	
Apprentice Name:	
Date:	
Guidance: -Please reflect on the past month when answering these questions. Consider the different groups of learners you have taught and how this has changed month on month.	
What has gone well?	
What could be improved?	
What could be done to improve this?	
Target Setting	Target 1:- Target 2:- Target 3 (optional):-
Apprentice Signature	Mentor Signature

Appendix B – Progress Review Template

Learner Name	
Name of Employer/Line Manager	Progress Review date
Please highlight the score of your apprentice according to the progress you understand they are making:	
1	They have completed all their activities as agreed at the last review and is ahead of their target progress.
2	They have completed some of their activities as agreed at their last review and has made some progress.
3	They have not completed any of the activities agreed at their last review and need more guidance/support – They are not making any progress



Is your apprentice acquiring new skills, knowledge and behaviours? How are these put into practice in the workplace? How does this benefit your workplace?

Has your apprentice completed their Off the Job hours and what support have you provided to complete this? How has this benefited your workplace?

Is your apprentice's understanding of their personal and professional development clear and being worked towards? Are they meeting all targets set?

Is your apprentice's attendance satisfactory?

Feedback: What is your apprentice doing well? Are there any areas of improvement you would like to work on?

Targets: Are there any professional targets you would like your apprentice to work on?

Target:	Deadline date:

Appendix C - Monthly Reflection of Experience and Learning

Stage 1: Apprentice's reflection / research link	Stage 2: Mentor's response – Reflective Coaching
Stage 3: Apprentice's evaluation of further experience following research and practice	

Appendix D – Observation Form

Level 5 Learning and Skills Teacher

Apprentice name:			
Observed by:			
Location:			
Date of Observation:			
Start Time:		End Time:	

Briefly describe the relationship between the person completing the Observation and the apprentice. To complete the Observation, you must be an experienced teaching practitioner in the capacity of manager or mentor to the apprentice.

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Knowledge, skills and behaviours (KSBs) - please indicate which KSBs appear in this record

Teaching	Covered?
K8 Techniques to involve learners in taking ownership of their own progress.	
S5 Encourage learners to set challenging goals.	
S6 –Promote understanding of equality and diversity and sustainable development.	

Learner Progress	Covered?
K7 How to implement ongoing initial and diagnostic assessment to inform planning and progression.	
K9 Application of principles and practices of assessment and feedback.	
S10 Identify and set outcomes to enable each learner to achieve or exceed targets	
S12 use the results of initial and diagnostic assessment to plan learning and differentiated support at the start of and throughout the learners' journey.	
S13 Encourage learners to develop autonomy and resilience, personal and interpersonal effectiveness, social awareness and respect for others, essential employability skills, a solutions mindset, and the ability to create change.	
S14 Use assessment data to regularly review and develop own and others' practice and to report emerging gaps in progression and achievement amongst groups of learners.	
KSBs	
Learner Support, Wellbeing and Information, Advice, and Guidance	Covered?
K11 Barriers to learning, and ways to overcome them and adapt teaching, learning and assessment.	
K12 The range of support available for learners related to health, wellbeing and safeguarding.	
K13 Sources of current information, advice, and guidance to support progression opportunities for learners.	
S16 Prepare learners for their transition through education, further training and into employment.	

Regulation and Guidance	Covered?
K14 The requirements and implications of organisational policies and procedures, such as internal and external regulatory bodies and frameworks.	
Communication	Covered?
K15 Techniques to develop collaborative relationships.	
K16 Communication techniques and how to adapt these for different audiences, including leading difficult conversations.	
K17 Coaching and mentoring principles and techniques.	
S20 Challenge learners to address inappropriate behaviour and/or viewpoints.	
Professionalism	Covered?
K18 Strategies for quality improvement.	
K19 Ways to access personal and professional development, and to maintain sector and/or subject specific currency.	
S21 Continually update and maintain their own knowledge and skills as a teaching professional and a subject specialist as part of managing their own continual professional development.	
S22 Be proactive in seeking and responding to feedback from varied sources including learner voice, peers, colleagues, employers and stakeholders to improve own practice.	
B1 Be resilient and adaptable when dealing with challenge and change, maintain focus and self-control.	
B2 Underpin their practice by reference to professional standards and evidence-based teaching and learning.	
B3 Committed to continuous professional development.	
B4 Acts in a professional manner, and in a way that builds and maintains positive relationships with colleagues, students, and stakeholders.	

KSBs	Covered?
B5 - Act in a manner that is ethical, fair, consistent and impartial, valuing equality, diversity and champion British values within professional boundaries	
Technology	Covered?
K20 – Advances in digital, online, and emerging technologies and their application in the teaching environment and principles of digital and online safety.	
Sustainability	Covered?
B6 – Model sustainable practices and promote sustainable development principles, values and goals in relation to their subject specialism.	

Description of the apprentice's activity Please provide as much detail as possible on the apprentice's performance and the knowledge, skills and behaviours (KSBs) demonstrated. You should include who was present, what you observed and what the apprentice did. Use the right-hand column to cover which KSBs were demonstrated. The Independent Training Provider will help you with this if you are not sure.	Indicate KSBs covered

I confirm that I am an experienced teaching practitioner in the capacity of manager or mentor to the apprentice:

Observer name:	
Observer job role	
Observer signature:	
Date:	

I confirm that the above is a true account

Apprentice name:	
Apprentice signature:	
Date:	

