Target Setting
Support for Mentors

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| **Targets . . . Make them SMART – Use Impact questions to focus** |
| **Specific**  | **Measurable** | **Accepted**  | **Realistic** | **Time** |
| Don’t make them too broad. Focus in on the granular elements that will allow trainees to experience success and build on this to achieve their overall goal. | Consider how will the target be met.  | Decided on and understood by all participants in the process. | Consider using support if it can’t be achieved independently but it must be achievable. | Think short term rather than long term. If it can’t be achieved, break it down into its component parts to make it achievable to allow for success to be celebrated. |
| **Actions and Support to access Target** | **Success Criteria** | **Related**  |
| Direct the trainee what to do specifically to meet the target, where and who to use to help them. Use specialists where appropriate to support. | Success criteria identifies the small steps to help a trainee teacher to realise how to achieve their target.  | Link to specific areas. If it doesn’t match at all, is that a relevant target ? |
| **Review comment** | **Evidence** |
| Have the met the target ? How do you know ? | What evidence can be found to show the target has been met – *lesson plan, lesson observation, lesson evaluation, lesson resources, photographs.* |

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| **Target 1** (Focus on maximising impact of teaching on pupil achievement) - **High expectations (1) / How pupils learn (2) / Assessment (6)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to maxmimise impact of teaching on pupil progress.** |
| **Target 2** (Focus on teaching and learning skills) – **Subject and curriculum (3) / Classroom Practice (4) / Adaptive teaching (5) / Managing behaviour (7) / Professional Standards (8)** |
| **Look at the Impact questions with exemplification of the Core Content Framework strategies. This will help to focus in on what elements could support the trainee to develop their teaching and learning.** |
| **Target 3**  |
| **Focus on what the trainee needs to support their development. Targets could come from subject knowledge, teaching and learning, academic reading or procedural elements.** |