



Performance Management Targets to Support Schools and Staff

to effectively implement pivotal roles in Initial Teacher Training, Induction and Professional Development.

Page 2 – **SCITT/ITE Mentor**

Page 3 – **SCITT/ITE Professional Mentor**

Page 4 – **Early Career Framework (ECF) Mentor (of Yr2. ECTs)**

Page 5 – **Early Career Training Programme (ECTP) Mentor (new from Sept. 2025)**

Page 6 – **Early Career Teacher Induction Tutor**

Page 7 – **Ambition Institute NPQ Participant**

Page 8 – **Ambition Institute NPQ Facilitator (Visiting Fellow)**

Pages 9&10 – **Best Practice Network NPQ Participant**



The John Taylor SCITT

ITT Mentors Suggested PM Target

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
Initial Teacher Training (ITT) Subject Mentoring – To meet statutory requirements for mentoring and effectively mentor trainees throughout placements during 2025-26.	<ul style="list-style-type: none"> Completion of up to 20*^ hours of mentor training (or 13 hours if exempt from Tier 1) to fulfil statutory mentoring criteria Support the trainees throughout their placement by providing 90 minutes of mentoring per week through: <ul style="list-style-type: none"> Developing the trainees' curriculum understanding and subject pedagogy and practice Engaging with the weekly newsletter from the SCITT team to ensure content from the Professional Studies, Subject Development and Intensive Training and Practice (ITaP) training sessions is understood, applied to the school context, and reinforced in mentor meetings and observation feedback, where applicable and appropriate. Conduct a timetabled weekly mentor meeting with the trainee Conducting lesson observations and ACE Appraisals, in line with the SCITT programme requirements Completion of fortnightly subject specific and precise targets that include clear demonstrable actions for trainees to enact Overall authority of all records on Verbilly, ensuring a fair reflection of mentoring conversations. Completing transition visits and transition forms in preparation for their next phase of training/career progression Report trainee absence to the JTSCITT team. Engage with JT SCITT QA procedures: <ul style="list-style-type: none"> Host QA visit with JT SCITT staff including lesson observation and feedback. Engage with QA procedures regarding quality of mentor meetings and target setting. Completion of Mentor Feedback questionnaires. 	<ul style="list-style-type: none"> Tier 1 training records (NASBTT module records) and Tier 2 JTSCITT training records (engagement and self-declaration records) Verbilly records including: <ul style="list-style-type: none"> Mentor meetings lesson observations ACE appraisals Target setting Interim reviews Assessment points Transition forms Mentor QA records SPT Quality Assurance <ul style="list-style-type: none"> Target Setting Feedback Mentor Meeting Feedback Trainee Support plans (where required)

*JTSCITT Tier 1 Mentor Training Modules (7 modules)	^JTSCITT Tier 2 Training Module titles (13 modules)
<ul style="list-style-type: none"> Module 1: Understanding the ITECF Module 2: Reflective Practice Module 3: Mentoring or Coaching? Module 4: Deliberate Practice Module 5: Observing your Mentee Module 6: Difficult Conversations <p>Mentors who have completed ECF mentor training or the NPQLTD will be pre-accredited and exempt from Tier 1 mentor training</p>	<ul style="list-style-type: none"> Your Role in the Intensive Training and Practice (ITaPs) Curriculum Focus – Aims and objectives of Phase One Curriculum Focus: Aims and objectives of Phase Two Curriculum Focus: Aims and objectives of Phase Three Conducting Lesson Observations and ACE Appraisals Mentor Feedback: Target Setting Curriculum Focus – Mentor Meetings Mentor Feedback: QA Visit – Mentor Meetings Mentor Feedback: QA Visit – Lesson Observations (x2) How to Conduct an Interim Review How to Conduct an Assessment Review Final Award of QTS – Standardisation



ITT Professional Mentors (2025-26) Suggested PM Target

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
<p>Initial Teacher Training (ITT) Subject Mentoring –</p> <p>To have strategic responsibility for the school regarding statutory requirements for mentoring and ensuring effective trainee experience throughout placements during 2025-26.</p>	<p>Leaders in settings/schools/colleges work together as a partnership in order to contribute to: the strategy for recruiting and selecting trainees; developing the education and training that trainees receive; systematically evaluating the intent and implementation of the ITE curriculum; and the strategic leadership of the ITE provision</p> <ul style="list-style-type: none"> • Offer placements in the school that is informed by own knowledge of the suitability and expertise of the department and respective mentor(s). • Provide recommendations for school-based mentor(s), utilising the Mentor Selection Form per mentor. • Support the JT SCITT Programme Leader in tracking and ensuring that school-based mentors complete the respective number of hours of mentor training required to fulfil statutory mentoring criteria. • Have pastoral duty of care for trainees whilst in school placement and communicate any concerns with the JT SCITT Programme Lead. • Liaise with Programme Lead to ensure respective trainees complete an appropriate induction into your school which includes statutory safeguarding considerations as well as understanding school based processes and policies. • Regularly meet trainees and deliver a programme of study that engages with the essential, desirable and additional session titles presented by the Programme Leader. • Have strategic responsibility for the trainees placed at the school throughout their placement by ensuring that trainees receive 90 minutes of mentoring per week through: <ul style="list-style-type: none"> ○ Quality assuring mentor meetings are developing the trainees curriculum understanding and subject pedagogy and practice. ○ Quality assure mentor judgements by conducting lesson observations and ACE Appraisals, in line with the SCITT programme requirements. ○ Engaging with the weekly newsletter from the SCITT team to ensure content from the Professional Studies, Subject Development and Intensive Training and Practice (ITaP) training sessions is understood, applied to the school context and reinforced in mentor meetings and observation feedback, where applicable and appropriate. ○ Engage with mentor meetings/lesson observation records on Sentinel • Lead upon the implementation of support plans/cause for concern documents with support from the JTSCITT Programme Leader. • Engage with JT SCITT QA procedures: <ul style="list-style-type: none"> ○ Host QA visit with JT SCITT staff including lesson observation and feedback. ○ Engage with QA procedures regarding quality of mentor meetings and target setting. • Engage with JT SCITT Programme Management Board to aid pursuing a vision for excellence. 	<ul style="list-style-type: none"> • Completion of SCITT Mentor Selection Forms. • Completion of SCITT placement request forms. • Attendance at JT SCITT Management Board. • Attend at least one JT SCITT interview day. • Programme of Study for School Based Issues. • Sentinel records including: <ul style="list-style-type: none"> ○ Mentor meetings ○ lesson observations ○ ACE appraisals ○ Target setting ○ Interim reviews ○ Assessment points ○ Transition forms • Professional Mentor QA records • Trainee Support plans (where required)

ECF Mentor (2024-25) Suggested PM Target

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
Early Career Framework (ECF) Subject Mentoring – To meet statutory requirements for mentoring and effectively mentor Year 2 Early Career Teachers during 2025-26.	<ul style="list-style-type: none"> • Completion of 12 hours of Educational Development Trust's (EDT) mentor training (3 hour induction package and 9 hours of training across the 2 years of the ECF Mentor Programme) to fulfil statutory mentoring criteria • Engage with the webinars for each of the 12 ECF blocks, at the start of each half-term. • Engage with the Reading and Reflection documents for each of the 12 ECF blocks • Provide 60 minutes of mentoring per week in Yr1 & per fortnight in Y2, to fulfil the trainee's statutory entitlement, following EDT's ECF mentoring delivery procedures • Monitor ECT's engagement in the weekly self-directed study for each block • Conduct informal lesson observations on a regular basis, and provide feedback, to support the ECT to develop their classroom practice. • To complete EDT's Mentor end of block and end of year surveys. • To maintain good communication with John Taylor Teaching School Hub at all times, notifying us of: <ul style="list-style-type: none"> ○ Significant periods of ECT Absence ○ Change in circumstances relating to the ECT's role/contract/employment <p>In addition To follow in-school/Trust procedures/expectations e.g., ECT mentor to liaise with the Appropriate Body Lead to inform interim and end-point assessment reports. *</p>	<ul style="list-style-type: none"> • ECF Mentor training engagement records and resources for each block • Attendance records for face-to-face CPD • Mentor meeting records on EDT's ECF portal • Records relating to informal observation and feedback activities • EDT Feedback completion records <p>*Any additional in-house school/Trust-specific formal documentation required (e.g., mentor meeting records, targets set, feedback, formal observations, QA of mentor meetings).</p>

ECTP Mentor (2025-26) Suggested PM Target

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
Early Career Training Programme (ECTP) Mentoring – To meet statutory requirements for mentoring and effectively mentor Early Career Teachers during 2025-26.	<ul style="list-style-type: none"> • Complete 9 hours of Educational Development Trust's (EDT) mentor training, including a 1-hour induction package and 8 hours of face-to-face training across the year, to meet statutory mentoring requirements. • Engage with self-directed study at the start of each half term, covering 3 modules and 6 topics across the year (2.5 hours per term / 7.5 hours in total). • Provide 60 minutes of mentoring each week, in line with EDT's ECTP mentoring delivery procedures, to meet the ECT's statutory entitlement. • Monitor and support the ECT's engagement with the weekly self-directed study for each module and topic. • Conduct a minimum of 3 informal lesson observations per term (including 1 practical diagnostic at the start of term to help identify the ECT's pathway and 2 to inform drill-down meetings), record observations on the ECTP Portal, and provide feedback to support development of classroom practice. • To complete EDT's Mentor end of module/topic and end of year surveys. • To maintain good communication with John Taylor Teaching School Hub at all times, notifying us of: <ul style="list-style-type: none"> ○ Significant periods of ECT Absence ○ Change in circumstances relating to the ECT's role/contract/employment <p>In addition To follow in-school/Trust procedures/expectations e.g., ECT mentor to liaise with the Appropriate Body Lead to inform interim and end-point assessment reports. *</p>	<ul style="list-style-type: none"> • ECTP Mentor training engagement records and resources for each block • Attendance records for face-to-face CPD • Mentor meeting records on EDT's ECTP portal • Records relating to informal observation and feedback activities • EDT Feedback completion records <p>*Any additional in-house school/Trust-specific formal documentation required (e.g., mentor meeting records, targets set, feedback, formal observations, QA of mentor meetings).</p>

ECT Induction Tutor (2024-25) Suggested PM Target

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
<p>ECT Induction Tutor</p> <p>To act as the designated induction tutor for the school and ensure that ECTs receive their entitlements and that the school provision meets expectations as set out in the Induction for ECTs - Statutory Guidance</p> <p><Link here> IS THIS THE SAME FOR ECTE</p>	<p>An induction tutor is expected to hold QTS and have the necessary skills and knowledge to be able to assess the ECT's progress against the Teachers' Standards.</p> <ul style="list-style-type: none"> • Ensure that, with the headteacher, that each ECT is registered with an Appropriate Body for the purpose of the statutory induction and that the ECT is employed in a "suitable post for induction". page 20 <Link here> IS THIS THE SAME FOR ECTE • The induction tutor will need to be able to make rigorous and fair judgements about the ECT's progress in relation to the Teachers' Standards throughout the induction period. • Regularly observe ECTs practice and ensure timely written feedback is provided that facilitates a fair and effective assessment of the ECT's teaching practice, conduct and efficiency against the Teachers' Standards. • The induction tutor must recognise when early action is needed in the case of an ECT who is experiencing difficulties and may be deemed as <i>not making satisfactory progress</i> and notify the Appropriate Body of this determination. • The induction tutor must lead a programme of additional monitoring and support measures for any ECT that is deemed as <i>not making satisfactory progress</i> and liaise with the Appropriate Body. • Inform the ECT following progress review or assessment meetings of the determination of their progress against the Teachers' Standards and share progress review records with the ECT, headteacher and appropriate body; • Support the headteacher in planning an ECTE-based induction as required. • Ensure that mentor and ECT are aware of the plans for an ECTE -based induction • Oversee and monitor the engagement of ECTs and Mentors with the school's chosen ECTE Programme, whether Provider Led or School Led. • The Induction Tutor is expected to schedule and conduct a progress review with an ECT in each term where a formal assessment is not scheduled. Induction tutors are expected to take account of working pattern and require a level of detail that is proportionate to the length of time the ECT had to demonstrate progress of their performance • Induction Tutors must ensure that ECTs receive an assessment in the final term of the first year (term 3, full time equivalent for part-time ECTs) and in the final term of the second year of induction (term 6, full time equivalent for part-time ECTs). An interim review will be completed if an ECT is leaving mid-term. • The induction tutor should ensure that all monitoring and record keeping is done in the most streamlined and least burdensome way, and that requests for evidence from ECTs do not require new documentation but draw on existing working documents • Regularly update the Appropriate Body with any changes to the ECTs working pattern or employment status. • Maintain the school's ECT Manager portal. • Coordinate and liaise with the Appropriate Body regarding fidelity checks or quality assurance visits. 	<ul style="list-style-type: none"> • Attend JT TSHub Induction Tutor training and review associated materials. • Register the ECTs with an Appropriate Body. • Ensure access to Early Career Teacher Entitlement based programme. • Completion of Fidelity Check (where required) • ECT Manager records including: <ul style="list-style-type: none"> ○ ECT personal and employment details ○ Progress Reviews ○ Assessment Reports • Quality Assurance Visit reports (if appropriate) • ECT Action Plans (where required)

Ambition Institute NPQ Participant Suggested PM Targets

Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
NPQ Participation - To demonstrate impact of participation in the NPQXX (e.g. NPQLTD) through leading colleagues in priority areas of subject/department/faculty/whole-school improvement including XX.	<ul style="list-style-type: none"> Complete programme components including Conferences, Clinics, Communities, Study and Apply Modules (School Visit for NPQH). Application of programme principles* and modular learning to the roles, responsibilities and school context, demonstrating impact in the NPQ (enter NPQ subject area e.g, Leading Teacher Development) through: <ul style="list-style-type: none"> The Leadership of colleagues Development of strategic approaches and implementation plans for subject/department/faculty/SLT whole school improvement, informed by course content and programme principles* Planning and delivery of Professional Development opportunities to lead and develop staff/colleagues Development of teaching, learning, procedures, policy or XXX resources Robust and regular Quality Assurance and evaluation of the progress of the of the implemented strategy/strategies. Updates throughout/ Presentation on conclusion of the programme to demonstrate impact 	<ul style="list-style-type: none"> Steplab engagement records Strategic improvement/development/ implementation plans or contributions Coaching/Mentoring/Line management check-in minutes/conversation evidence Professional Development materials and delivery Developmental resources with explicit links to NPQ module content or programme principles Quality assurance records Subject/department/faculty/SLT Meeting minutes Student progress/outcomes

*Ambition Institute's NPQ Programme principles	Other module principles
<ul style="list-style-type: none"> Patient: Keep in mind that implementation is a process, not a one-time event Prudent: Make as few changes as possible whilst maintaining an effective and improving school Context-specific: Consider the fit and feasibility of any change given the context within which it would need to be delivered Needs-based: Start by understanding the problem before looking for the solution Evidence-informed: Make changes based on the best available evidence and knowledge of the context Prepared: Invest time and resource into the planning stage Proactive: Reduce the barriers and increase the facilitators for effective implementation from the beginning and throughout Intentional: Follow a carefully planned and responsive process to delivering the improvement Secure: Make informed decisions on scaling-up or scaling-back 	<ul style="list-style-type: none"> SECURE ALIGNMENT: Ensure alignment of policies and practices to the strategic direction. SPECIFY BEHAVIOURS: Set clear expectations and model the behaviours you want from staff and pupils. ENGAGE WITH BELIEFS: Explain the purpose of all actions and enter into an 'open to learn' dialogue to engage with staff and pupils' beliefs. BALANCE HIGH EXPECTATIONS WITH SUPPORT: Enable pupils and staff to achieve high expectations by building support, trust and safety. REINFORCE AND REFINE: Use systems to overcommunicate, monitor, feedback and iterate school culture.

Ambition Institute NPQ Facilitator (VF) Suggested PM Target



John Taylor
Teaching School Hub
North Warwickshire Nuneaton & Bedworth Cannock Tamworth Lichfield East Staffordshire



Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
NPQ facilitation as a Visiting Fellow (VF) - To successfully facilitate the NPQXX with fidelity to Ambition Institute's programme on behalf of the John Taylor Teaching School Hub and Ambition Institute.	<ul style="list-style-type: none"> Complete Ambition Institute's Visiting Fellow training to develop the required knowledge and understanding of Ambition's NPQ programme principles* and structure. Facilitate all programme components to a high standard and with fidelity, for the duration of the course, meeting Ambition Institute's expectations including: <ul style="list-style-type: none"> 1/2 Conferences* 5/7 Themed Clinics* 1 Assessment Clinic <i>*(Delete as appropriate – 1st number in each row above indicated specialist NPQ requirements, 2nd is for Leadership NPQs)</i> Adapt facilitator materials to meet cohort needs where required (e.g., case studies, experiences and exemplars) Promote participation of participants in self-directed NPQ Communities, Study and Apply modules Record and communicate session attendance to JTTSHub Participate in JTTSHub and Ambition Institute's Quality Assurance exercises 	<ul style="list-style-type: none"> Facilitator training records Record of successfully delivered programme components Examples of adapted facilitator materials Quality assurance and feedback records (Ambition Institute & JTTSHub) including: <ul style="list-style-type: none"> Observation records Participant feedback records Participant engagement

*Ambition Institute's NPQ Programme principles	Other module principles
<ul style="list-style-type: none"> Patient: Keep in mind that implementation is a process, not a one-time event Prudent: Make as few changes as possible whilst maintaining an effective and improving school Context-specific: Consider the fit and feasibility of any change given the context within which it would need to be delivered Needs-based: Start by understanding the problem before looking for the solution Evidence-informed: Make changes based on the best available evidence and knowledge of the context Prepared: Invest time and resource into the planning stage Proactive: Reduce the barriers and increase the facilitators for effective implementation from the beginning and throughout Intentional: Follow a carefully planned and responsive process to delivering the improvement Secure: Make informed decisions on scaling-up or scaling-back 	<ul style="list-style-type: none"> SECURE ALIGNMENT: Ensure alignment of policies and practices to the strategic direction. SPECIFY BEHAVIOURS: Set clear expectations and model the behaviours you want from staff and pupils. ENGAGE WITH BELIEFS: Explain the purpose of all actions and enter into an 'open to learn' dialogue to engage with staff and pupils' beliefs. BALANCE HIGH EXPECTATIONS WITH SUPPORT: Enable pupils and staff to achieve high expectations by building support, trust and safety. REINFORCE AND REFINE: Use systems to overcommunicate, monitor, feedback and iterate school culture.

Best Practice Network NPQ Participant Suggested PM Target



Target/Objective	Actions/Success Criteria	Evidence/Perf. Criteria
NPQ Participation - To demonstrate impact of participation in the NPQXX through leading colleagues in priority areas of subject/department/faculty/whole-school improvement including XX.	<ul style="list-style-type: none"> Complete programme components including Face-to- Face events, 1:1 coaching (leadership NPQs), In-school coaching (specialist NPQs), formative assessment tasks and the final summative assessment case study. Application of programme principles* and modular learning to the roles, responsibilities and school context, demonstrating impact in the NPQ (enter NPQ subject area e.g., Leading Behaviour & Culture) through: <ul style="list-style-type: none"> The Leadership of colleagues Development of strategic approaches and implementation plans for subject/department/faculty/SLT whole school improvement, informed by course content and programme principles* Planning and delivery of Professional Development opportunities to lead and develop staff/colleagues Development of teaching, learning, procedures, policy or XXX resources Robust and regular Quality Assurance and evaluation of the progress of the of the implemented strategy/strategies. Updates throughout/ Presentation on conclusion of the programme to demonstrate impact 	<ul style="list-style-type: none"> Canvas engagement records Strategic improvement/development/ implementation plans or contributions Coaching/Mentoring/Line management check-in minutes/conversation evidence Professional Development materials and delivery Developmental resources with explicit links to NPQ module content or programme principles Quality assurance records Subject/department/faculty/SLT Meeting minutes Student progress/outcomes

*Best Practice Network NPQ Programme Ethical Leadership Principles and Behaviours	
<ul style="list-style-type: none"> Self-awareness - Effective leaders know themselves and their teams, continually reflect on their own and others' practices, and understand how best to approach difficult or sensitive issues. They are aware of their personal strengths and areas for future growth and understand how their own behaviour affects others. Integrity - Effective leaders act with honesty, transparency and always in the interests of the school and its pupils. They are able to gain the respect of others by acting in line with their own values, as well as making decisions and choices with the best interests of education and pupils in mind. Resilience - Effective leaders remain courageous and positive in challenging, adverse or uncertain circumstances. They are able to respond appropriately, manage uncertainty and bounce back even in the most trying situations. Impact and influence - Effective leaders have a positive impact on students, colleagues and the wider community through persuading, convincing and 	<ul style="list-style-type: none"> Partnership working and collaboration - Effective leaders are able to work with a range of people in schools and the wider community to build a culture of cooperation and achievement. They engage with, and invest responsibility in, those who are best placed to improve outcomes, being open to different perspectives and viewpoints as well as sharing expertise and achieving common objectives. Delivering continuous improvement - Effective leaders secure and maintain positive improvement through articulating a clear vision, setting high expectations and leading a cycle of research, planning, monitoring, analysis and change. They demonstrate the ability to combine operational action with strategic planning, securing short-term improvements while building sustainable change. Future focus - Effective leaders recognise issues and opportunities and take action to resolve these. Leaders need to look ahead to identify and resolve

<p>bringing others round to their perspective. They understand others' perspectives and priorities and tailor their communication to suit their audience.</p> <ul style="list-style-type: none"> • Respect - Effective leaders respect the rights, views, beliefs and faiths of all pupils, colleagues and stakeholders. • Leading by example - Effective leaders consistently demonstrate and communicate their vision, passion and commitment. They lead by example, have high levels of professional credibility and demonstrate total commitment to school improvement through their own leadership behaviours. 	<p>potential issues and capitalise on opportunities as well as manage day-to-day problems.</p> <ul style="list-style-type: none"> • Holding others to account - Effective school leaders hold others to account – including creating levels of accountability within the school – ensuring that everyone understands their roles, responsibilities, the standards required and accountabilities. They distribute leadership and delegate effectively, demanding high performance through making expectations clear, with the best interests of pupils and schools in mind.
---	--