



Competencies	Minimum Standards		Quality Standards	
	Level 1	Level 2	Level 3	Level 4
<p><b>SECTION A</b></p> <p>This section is used during session observations to assess your ability to efficiently plan, prepare and deliver sessions that are highly engaging, appropriately tailored to your mentees and contribute towards impactful, innovative and interactive sessions.</p> <p><b>Total competencies: 17</b></p>				
<b>1. Session Content</b>				
<b>1.1 Following your TFTF Curriculum to ensure the session meets the needs of the group.</b>	L1: You have not followed your set TFTF Curriculum, meaning you delivered a session different to that which was listed and that the session didn't meet the needs of the group and/or pupils.		L4: You confidently followed your TFTF Curriculum, delivering the session that was listed, meaning that the session closely met the needs of the group and/or pupils.	
<b>1.2 Showcasing an in-depth understanding of the topic of the session being delivered with an ability to include your own innovative content and experience.</b>	<ul style="list-style-type: none"> <li>You rely heavily on your session plan throughout the session in order to remind you how the lesson is structured meaning the lesson is stilted.</li> <li>There is no deeper exploration around the topic area and you only use the set TFTF session plan.</li> <li>It is clear no prior research or preparation has been conducted and you haven't added any of your own experience or knowledge into the session.</li> </ul>	<ul style="list-style-type: none"> <li>You are can deliver the session without relying too heavily on the session plan.</li> <li>There is a lack of deeper exploration around the topic and you are unable to explore new avenues of thought.</li> <li>There is some evidence of your own research on the topic, although this is limited. At points you add some of your own experience or knowledge, but this is ad-hoc and not pre-planned into the session delivery.</li> </ul>	<ul style="list-style-type: none"> <li>You can deliver the session confidently without relying on the session plan.</li> <li>You have a deeper understanding of the topic of your session. Because of this, the session flows well and you're able to confidently respond to new avenues of thought.</li> <li>It is clear that you have done prior research on the topic in preparation and have been able to think about where you can use your existing knowledge. You've included some of your own experience or knowledge, which is mostly appropriate to the group.</li> </ul>	<ul style="list-style-type: none"> <li>You can deliver the session with exceptional confidence with no reliance on the session plan and an ability to explore other areas around the topic too.</li> <li>You have an extremely in-depth understanding of the topic of your session. Because of this, you can very effectively respond to new avenues of thought and effectively challenge misconceptions and misunderstandings.</li> <li>It is clear that you have put a lot of time and effort into doing prior in-depth research on the topic. You are exceptional at being able to adapt TFTF sessions to include your own highly innovative content and experience, enabling you to</li> </ul>



				illustrate a topic exceptionally well.
<b>1.3 Preparing and using a range of resources and activities to ensure that the session is engaging.</b>	<ul style="list-style-type: none"> <li>Your presentation/visual material isn't loaded onto the screen as pupils enter the room.</li> <li>You aren't using the TFTF branded resources and your resources look messy.</li> <li>Your session lacks use of a range of resources and contains little to no activities, meaning pupils struggle to stay engaged.</li> </ul>	<ul style="list-style-type: none"> <li>Your resources are mostly prepared in advance of the session and all your visual material is loaded for when the mentees enter the room. Although at points during the session you realise some of the resources weren't set out or prepared on screen and this causes disruption in the session.</li> <li>You have introduced a small range of resources and activities into your session. This results in pupils remaining relatively engaged in the session.</li> </ul>	<ul style="list-style-type: none"> <li>Your resources are thoroughly prepared in advance and all your visual material is loaded and ready before mentees enter the room. You are using all the correctly branded TFTF material and resources. At no point during the session do you need to get more resources.</li> <li>Your session uses a range of resources and activities to ensure that pupil remain engaged in the session. Although you aren't able to flexibly respond when pupils aren't engaging in the activities.</li> </ul>	<ul style="list-style-type: none"> <li>Your resources are exceptionally prepared in advance and you are using all the correctly branded TFTF material and resources. At no point during the session do you need to get more resources and you are able to respond flexibly to there needing to be a change in the resources used.</li> <li>Your session uses an innovative range of resources and activities that are highly tailored to the needs and characteristics of the group to ensure that pupils remain highly engaged in the session. You are able to effectively adapt the activities when pupils aren't engaging.</li> </ul>
<b>1.4 Linking your sessions together effectively and innovatively to recap and reinforce prior learning and create an impactful 'learning journey'.</b>	<ul style="list-style-type: none"> <li>You can only deliver a singular session, in a way that prevents the topics from linking to one another.</li> </ul>	<ul style="list-style-type: none"> <li>You can plan for your sessions to link together most of the time in a way that helps to develop your mentees. However, you're only able to link session topics rather than to link together the learnings from the sessions.</li> </ul>	<ul style="list-style-type: none"> <li>You can plan for your sessions to always link together and are able to check how the learnings of the session link effectively together, rather than just the topic.</li> </ul>	<ul style="list-style-type: none"> <li>You can plan for your sessions to always link together in innovative and effective ways. This means that the whole Behaviour Mentoring journey flows effectively.</li> <li>You are able to find ways to link your current session to both the previous week and to the following week.</li> </ul>



<p><b>1.5 Relating your session directly to the needs and characteristics of the group.</b></p>	<ul style="list-style-type: none"> <li>You don't make clear links between the session topic/activity and the mentee's in-school or life experience, behaviour or conduct.</li> <li>You are clearly unaware of the group's characteristics and needs.</li> </ul>	<ul style="list-style-type: none"> <li>You sometimes make it clear how the topic being discussed links to their in-school behaviour or general conduct and the mentees sometimes take this on board, although these links aren't made clear or explicit.</li> </ul>	<ul style="list-style-type: none"> <li>You always make it clear how the topics being discussed link to the mentees' in-school behaviour or general conduct. These links are clear and explicit, and the mentees seem to understand them and take them on board.</li> <li>You are clearly aware of the group's characteristics and needs, but this is done at a whole group level rather than individual level.</li> </ul>	<ul style="list-style-type: none"> <li>You always make it clear how the topic being discussed links to the mentees in-school behaviour or general conduct, often doing this through innovative methods and confidently challenging the pupils. This happens at multiple points during your sessions.</li> <li>You are able to make these links specific to the behaviour/conduct of individual pupils, rather than generic to the whole group, because you have exceptional understanding of the needs of the group.</li> </ul>
<p><b>1.6 Showcasing an understanding of the use of data and goal setting within your session</b></p>	<ul style="list-style-type: none"> <li>There is no indication that any data has been, or is being, used within your sessions in order to track behaviour or to set goals with mentees.</li> </ul>	<ul style="list-style-type: none"> <li>There is some indication that data has been, or is being, used within your sessions in order to track behaviour or to set goals.</li> </ul>	<ul style="list-style-type: none"> <li>There is clear indication that data has been, or is being, used within your sessions in order to track behaviour or to set goals.</li> <li>The pupils respond positively to this and know that it is a key element of the session/programme.</li> </ul>	<ul style="list-style-type: none"> <li>There is clear indication that data has been, or is being, used with exceptional practice within your sessions in order to track behaviour or to set goals.</li> <li>The pupils respond extremely positively to this and know that it is a key element of the session/programme. Because of this, they are keen to be involved in tracking their behaviour and/or setting goals.</li> </ul>



<p><b>1.7 Ensuing that pupils take something productive and meaningful from the session, linked to the group's needs and characteristics or to individual's set goals.</b></p>	<ul style="list-style-type: none"> <li>You are unable to ensure that pupils take something productive and meaningful from your session as the core messages, aims or outcomes often get lost</li> </ul>	<ul style="list-style-type: none"> <li>You are somewhat able to ensure that pupils take something productive and meaningful from your session, as the core messages, aims and outcomes form some part of your session, but are not a fundamental enough part to ensure that all pupils take something productive and meaningful away. Therefore, some pupils clearly take away more than others.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to ensure that most pupils take something productive and meaningful away from the session because the core messages, aims and outcomes form a key part of your session.</li> <li>This is linked to the groups' needs and characteristics and to some pupils' individual set goals.</li> </ul>	<ul style="list-style-type: none"> <li>All pupils take something productive and meaningful from the session because the core messages, aims and outcomes form a fundamental part of your session.</li> <li>This is liked very clearly to the groups' needs and characteristics and to all pupils' individual set goals.</li> </ul>
<p><b>2. Session Delivery</b></p>				
<p><b>2.1 Using the TFTF Session Outline to ensure that the purpose and aim of the session is clear, core curriculum content is covered at an appropriate pace, and learning is revisited and recapped at the end of the session.</b></p>	<ul style="list-style-type: none"> <li>You are unable to follow the TFTF Session Outline and struggle to get discussions back on track once they have gone off on a tangent.</li> <li>The pace of your session is off-target.</li> <li>The aims and outcomes of the session are not clearly outlined and are rarely achieved.</li> <li>There is no clear and concise ending to the session and no recap of learning, meaning that pupils don't take anything productive or meaningful from the session.</li> </ul>	<ul style="list-style-type: none"> <li>You follow the Session Outline most of the time although this sometimes feel rigid and when there is deviation from the topic you aren't yet confident in being able address new areas of interest among the mentees, but in a way that then brings them back onto the given topic for the session.</li> <li>The pace of your session is good most of the time, but not throughout.</li> <li>You outline the aims and outcomes of the session but are unable to revisit these at the end of the session to check learning.</li> </ul>	<ul style="list-style-type: none"> <li>You always follow the set Session Outline in a smooth and natural way. When the session does go off topic you address the new topic well but manage to get mentees back onto topic without this having disengaged them.</li> <li>The pace of your session is appropriate and natural.</li> <li>You clearly outline the aims and outcomes of the session, and revisit these at the end of the session too, to check learning.</li> <li>You have a clear and concise ending to the session that recaps on learning and ensures that pupils take</li> </ul>	<ul style="list-style-type: none"> <li>You are exceptional at following the set Session Outline in all your mentoring sessions. You manage to do this in a way that feels seamless and natural, being able to confidently navigate discussion when the session goes off topic without the pupils becoming disengaged.</li> <li>The pace of your delivery is exceptionally good.</li> <li>You clearly and effectively outline the aims and outcomes of the session, and revisit these at the end of the session too, to check learning.</li> <li>You are able to use innovative methods to clearly and concisely end your sessions that</li> </ul>



		<ul style="list-style-type: none"> <li>You have an ending to the session, but this is not clear and concise and fails to effectively check learning of the pupils. Because of this, it is unclear whether pupils have taken something from the session.</li> </ul>	<p>something productive from the session.</p>	<p>ensures that pupils always take something productive and useful from the session that will impact their behaviour or attitude.</p>
<p><b>2.2 Managing sessions and mentee behaviour in-line with the school's culture and expectations to create a positive, safe and productive learning environment.</b></p>	<ul style="list-style-type: none"> <li>You are unable to effectively manage behaviour of the pupils in your sessions meaning that there learning environment is not positive or productive.</li> <li>The mentees do not respect your authority.</li> <li>You can't align your behaviour management with the culture and expectations of the school.</li> </ul>	<ul style="list-style-type: none"> <li>You can manage behaviour in your session for the most part. Although your behaviour management is basic and not always effective.</li> <li>Pupils somewhat respect your authority, although this is true for some pupils more than others.</li> <li>Some of your behaviour management is aligned to the culture and expectations of the school, but there are times when this is not evident.</li> </ul>	<ul style="list-style-type: none"> <li>You can consistently manage mentee behaviour by building positive relationships, having high expectations, exercising appropriate authority and modelling expected behaviour.</li> <li>You appropriately challenge behaviour when it does not meet your expectations without this impacting the rest of the group or the session</li> <li>The young people respect your authority.</li> <li>Your behaviour management is aligned to the culture and expectations of the school.</li> </ul>	<ul style="list-style-type: none"> <li>Your behaviour management style is exceptional, and others can learn from the purposeful environment you build with your mentees. Because of this, you always build a positive, and productive learning environment.</li> <li>You quickly challenge behaviour when it does not meet your expectations without this impacting the rest of the group or the session.</li> <li>The mentees always respond well to your behaviour management techniques and to your authority.</li> <li>Your behaviour management is aligned to the culture and expectations of the school with it being clear that you have actively thought about how to make this happen.</li> </ul>



<p><b>2.3 Having high expectations which inspire, motivate and challenge your mentees.</b></p>	<ul style="list-style-type: none"> <li>You are yet to define your expectations of your mentees or your defined expectations do not inspire and motivate pupils.</li> <li>Your delivery style or communication with pupils does not serve to motivate them to achieve.</li> </ul>	<ul style="list-style-type: none"> <li>You have high expectations of your mentees and these are clearly communicated in the way you work.</li> <li>Your delivery style or communication with pupils helps to provide inspiration, motivation and challenge to your mentees, but more so with some mentees than others.</li> </ul>	<ul style="list-style-type: none"> <li>Mentees are consistently and positively impacted by the expectations you have of them because want to do well for you and they believe that they are capable of living up to your expectations. High expectations are a natural part of your sessions and you believe all of your mentees can achieve.</li> <li>Your delivery style or communication with pupils provides clear inspiration and motivation to your mentees.</li> </ul>	<ul style="list-style-type: none"> <li>The constant communication of your high expectations creates a demonstrable change in the behaviour of your mentees as a result of wanting to achieve the high expectations you set of them.</li> <li>Your delivery style or communication with pupils provides constant motivation and empowerment to all your mentees to make positive and long-term changes in their lives.</li> </ul>
<p><b>2.4 Delivering with confidence, appropriate energy and positivity, appropriate to the school's culture and expectations.</b></p>	<ul style="list-style-type: none"> <li>You are able to deliver the session, but it lacks the appropriate levels of confidence and energy.</li> <li>Your level of energy is misaligned with the school's culture and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident when facilitating most of the time and manage to conduct the room with high energy and positivity</li> <li>You usually manage to maintain a positive outlook during the sessions and encourage the mentees to be positive too.</li> <li>Your level of energy is mostly aligned with the school's culture and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>You are a strong and confident facilitator who is able to adapt your energy levels in accordance with the groups particular needs that day after assessing these needs during the session. Through your different energy levels, you are able to control the energy of the mentees.</li> <li>Your level of energy is closely aligned with the school's culture and expectations</li> </ul>	<ul style="list-style-type: none"> <li>Your exceptional and flexible facilitation style consisting of confidence, appropriate energy and positivity works to build relationships and trust with your mentees.</li> <li>You are able to engage confidently with all mentees in the room addressing the varying levels of engagement by the pupils in appropriate and positive ways. You always command the room and control the energy and engagement levels in all your sessions.</li> <li>Your level of energy is exceptionally well aligned with the school's culture and expectations</li> </ul>



<p><b>2.5 Developing positive and healthy relationships with your mentees in line with the school's culture and expectations.</b></p>	<ul style="list-style-type: none"> <li>Your mentor/mentee relationship feels forced and unnatural in the mentoring sessions a lot of the time. You do not know much about your mentees outside of the session and the mentees seem unable to relate to you.</li> <li>Your mentee relationships are misaligned with the school's culture and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>You have developed positive relationships with most of your pupils and they respect you as a mentor, allowing them to contribute and learn from your sessions. Although, there are some pupils you are unable to connect with and the mentees often respond negatively to you challenging their views.</li> <li>Your mentee relationships are mostly aligned with the school's culture and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>You have developed very positive relationships with your mentees and are confident in using your personal experiences (where appropriate) to build rapport with them. Your good relationship allows an uplifting atmosphere where mentees feel comfortable in celebrating success, challenging negative behaviour and exploring difficult topics. The mentees feel comfortable in sharing information with you about their life, goals and fears.</li> <li>Your mentee relationships are closely aligned with the school's culture and expectations.</li> </ul>	<ul style="list-style-type: none"> <li>Your exceptionally positive relationship with your mentees means there is always an uplifting atmosphere in the sessions. You know all of your mentees very well and are aware of their behavioural/social/emotional needs both in and outside of school, feeling able to address these appropriately. The mentees respect you as a mentor and you are able to have both serious and more relaxed conversations with them. It is clear that everyone in the room feels comfortable and supported both as individual mentees and as a whole group.</li> <li>Your mentee relationships are exceptionally well aligned with the school's culture and expectations.</li> </ul>
<p><b>2.6 Communicating and listening effectively with an appropriate use of language.</b></p>	<ul style="list-style-type: none"> <li>There are times in your session where you use inappropriate terminology or language.</li> <li>You often allow mentees to use poor language in your session.</li> <li>You listen to the mentees sometimes but also fail to listen properly to what they're saying or think in depth about your answer.</li> </ul>	<ul style="list-style-type: none"> <li>You use appropriate language with the mentees most of the time and rarely slip into using poor language or terminology.</li> <li>The mentees know that they aren't allowed to use bad language in your sessions and you pull them up on this when it happens, but not always.</li> <li>You listen to the mentees much of the time and are able to answer their questions appropriately.</li> </ul>	<ul style="list-style-type: none"> <li>You always use appropriate language and terminology with your mentees</li> <li>You challenge mentees' use of inappropriate language in the sessions.</li> <li>Your listening skills are strong and you encourage an atmosphere where listening to one another is a key aspect of the mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>As well as your language and terminology always being appropriate, you are able to use intellectual phrases and words where appropriate in order to widen the mentees scope of vocabulary and also encourage this among the pupils.</li> <li>You always challenge mentees' use of inappropriate language in the sessions.</li> <li>Your listening skills are also exceptional: you always</li> </ul>



	<ul style="list-style-type: none"> <li>Your communication is poor and unclear and the mentees often get confused because of this.</li> </ul>	<ul style="list-style-type: none"> <li>Your communication is okay and clear most of the time, although there are times it is unclear.</li> </ul>	<ul style="list-style-type: none"> <li>Your communication with the mentees is strong, allowing for a productive mentoring environment and a clearly communicated session.</li> </ul>	<p>encourage an atmosphere where listening is a key aspect of the mentoring sessions and you instil these listening skills in the mentees in your session too.</p> <ul style="list-style-type: none"> <li>Your communication skills in mentoring sessions are exceptional meaning that the session is extremely clearly communicated.</li> </ul>
<p><b>2.7 Encouraging high mentee engagement and/or involvement in the session.</b></p>	<ul style="list-style-type: none"> <li>You deliver sessions in a lecture type format and while the mentees listen to the session.</li> <li>You rarely encourage engagement and involvement or when you do it feels forced among the mentees who aren't enthusiastic to be involved.</li> </ul>	<ul style="list-style-type: none"> <li>You ask questions in your sessions and encourage mentee participation some of the time.</li> <li>The mentees are willing to participate when asked, but this still feels forced at times.</li> <li>The louder mentees get involved most of the time, but you tend to forget to get the quieter ones involved.</li> </ul>	<ul style="list-style-type: none"> <li>You are always actively encouraging participation and involvement in sessions by asking salient and challenging questions.</li> <li>The mentees are keen to be involved in the activities because you create an inclusive environment.</li> <li>You are able to involve all mentees in the room (both loud and quiet) in being involved in the sessions.</li> </ul>	<ul style="list-style-type: none"> <li>Participation and involvement are the core of every one of your mentoring sessions.</li> <li>The mentees enthusiastically get involved and want to participate in your sessions because they feel safe, encouraged and included.</li> <li>Because of the way you have encouraged participation and involvement, the quieter students actively get involved in the whole session and pupils also encourage one another to get involved.</li> </ul>
<p><b>2.8 Confidently and appropriately challenging negative attitudes or misconceptions that pupils display about school life, social life or social topics.</b></p>	<ul style="list-style-type: none"> <li>You leave mentees' negative attitudes or misconceptions unchallenged in your sessions and seem uncomfortable in addressing them.</li> </ul>	<ul style="list-style-type: none"> <li>You can stop misconceptions about topics and negative attitudes from escalating but leave them unchallenged.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to confidently challenge your mentees' negative attitudes or misconceptions about topics through effective discussion around the issue. This usually results in the mentees' really thinking about their opinions, thoughts and</li> </ul>	<ul style="list-style-type: none"> <li>You always confidently and proactively challenge your mentees' negative attitudes or misconceptions about topics. You do this in a way that makes the mentee really think about their opinions, thoughts and feelings, resulting in a change in their attitudes. You are able to</li> </ul>



			feelings and sometimes a change in their attitudes.	involve the whole group in this discussion (where appropriate), therefore, challenging the views of not just one mentee, but your whole group. Because of this, you have created an ethos in your sessions where mentees feel able to challenge each other's attitudes.
<b>2.9 Ensuring that delivery and management of the session is in-line with the school's culture and/or requirements.</b>	<ul style="list-style-type: none"> <li>The delivery and management of your session is not in line with the school's culture and/or requirements.</li> </ul>	<ul style="list-style-type: none"> <li>The delivery and management of your session is mostly in line with the school's culture and/or requirements but there is evidence that you aren't completely confident in what the requirements of the school are.</li> </ul>	<ul style="list-style-type: none"> <li>The delivery and management of your session is consistently in line with the school's culture and/or requirements and there is evidence that you are confident in knowing what the requirements of the school are.</li> </ul>	<ul style="list-style-type: none"> <li>The delivery and management of your session is clearly and consistently in line with the school's culture and/or requirements and there is clear evidence that you are confident in knowing what the requirements of the school are. You are able to always ensure these are followed.</li> </ul>
<b>2.10 Using body language, movement and use of the room to ensure an appropriate and effective presence in the session.</b>	<ul style="list-style-type: none"> <li>Your body language is closed and unwelcoming, inappropriate to the session being delivered.</li> <li>There is little movement around the room, or use of the space to increase engagement in the session and so pupils become disengaged.</li> <li>You have little presence in the session.</li> </ul>	<ul style="list-style-type: none"> <li>You use appropriately open body language and eye contact to keep pupils engaged.</li> <li>You use the room well at points to increase pupil engagement, but this is sporadic and not throughout the session.</li> <li>Your presence is notable in the session, but there is room for you to have more presence.</li> </ul>	<ul style="list-style-type: none"> <li>You use an appropriate range of open body language and eye contact to keep pupils engaged.</li> <li>You use the room well throughout the session and ensure that you are using movement around the room to keep the pupils engaged.</li> <li>You have a good presence in the room because of your active delivery style.</li> </ul>	<ul style="list-style-type: none"> <li>You are able to actively use body language, voice, stance, facial expressions, gestures and positioning in the room in your delivery very effectively, in a way that ensures pupils are engaged.</li> <li>You use the room extremely well throughout the session, actively thinking about what will work well with the pupils.</li> <li>You have an exceptional presence in the room and are able to 'fill the space' very effectively.</li> </ul>



**SECTION B**

This section is used during your appraisal process to assess your conduct as a member of staff, and how you use this, along with data and impact measurement, to ensure that there is constant progress in the mentee’s behaviour, engagement, communication and general attitude towards learning.

**Total competencies: 16**

**3. Use of Data and Information on Pupil Progress**

<p><b>3.1 Effectively using information from the TFTF Data Dashboards to monitor pupils progress, tailor your approach and identify and support key students in your groups.</b></p>	<ul style="list-style-type: none"> <li>You don’t use the TFTF Data Dashboards to track pupil progress or effectively to add impact to your mentoring. You aren’t able to use it effectively in any way.</li> </ul>	<ul style="list-style-type: none"> <li>You sometimes access the data on the TFTF Data Dashboard, but are only able to use as a method of monitoring and measuring your mentees progress rather than for inspiring impact and change within them. You use the data inconsistently and only sometimes report data back to the mentees.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident in using the TFTF Data Dashboards data as a way of monitoring and measuring your mentees progress on the programme. You also use the data effectively in tailoring your approach through adapting your curriculum and session content and use it to identify key students in your groups.</li> </ul>	<ul style="list-style-type: none"> <li>You have exceptional use of the TFTF Data Dashboards and regularly access the data and use it as a fundamental part of your role. You use it in highly innovative ways to be able to constantly tailor your approach and identify and support key students in your groups.</li> </ul>
<p><b>3.2 Utilising a range of alternative methods to access information on pupils that allows an effective and tailored approach to mentoring (e.g. speaking to staff)</b></p>	<ul style="list-style-type: none"> <li>You don’t use any other methods to gain information on pupils that may add impact to your mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>You sometimes access alternative methods for gaining information on pupil progress but do so inconsistently.</li> <li>You only sometimes use this information within your mentoring.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident in using a range of alternative methods for gaining information on pupils that allows you to have an effective and tailored approach to your mentoring.</li> <li>You access this information regularly and often through a range of sources.</li> </ul>	<ul style="list-style-type: none"> <li>You use innovative methods to gain information on pupils that enables you to have a very effective and tailored approach to mentoring. You also use this information in highly innovative ways to be able to constantly tailor your approach.</li> <li>Accessing this information forms a fundamental part of your day-to-day role and you understand the importance of it.</li> </ul>



<p><b>3.3 Effectively implementing strategies for the monitoring and measuring of mentees' progress when outside the mentoring sessions.</b></p>	<ul style="list-style-type: none"> <li>You do not consider or use strategies for monitoring or measuring mentees progress in-between your mentoring sessions.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident in asking mentees how their behaviour has been between your mentoring sessions as a way of monitoring and measuring their progress.</li> <li>You are able to challenge them on this to ensure they are aware of your expectations of them.</li> </ul>	<ul style="list-style-type: none"> <li>You have implemented strategies for being able to monitor and measure mentee's progress when outside of mentoring sessions.</li> <li>Your mentees are keen to use the strategy and for it to help them to improve their behaviour outside the sessions. These strategies, and the monitoring of them is a key part of your sessions.</li> </ul>	<ul style="list-style-type: none"> <li>You have implemented innovative and unique strategies for being able to monitor and measure mentee's progress when outside the mentoring sessions.</li> <li>The mentees are fully on board with the strategy you are implementing and are keen for it to help them achieve their behaviour aims. You are able to hold mentees accountable to their progress outside of the sessions because you've created expectations within your mentoring that mentees are expected to put effort into their progress both within and outside of the sessions.</li> </ul>
<p><b>3.4 Setting clear and concise goals with your mentees and regularly checking progress to ensure impact is constant throughout the Behaviour Mentoring process.</b></p>	<ul style="list-style-type: none"> <li>You haven't yet set any goals with your mentees for them to aim to achieve. Goal setting or monitoring doesn't form any part of your mentoring session.</li> </ul>	<ul style="list-style-type: none"> <li>You have evidently set some goals with your mentees during your time mentoring with them, but these are yet to form a key part of your mentoring or the pupils' work on the programme. They are also not SMART goals.</li> <li>Data doesn't form a part of this goal setting process.</li> <li>You do not effectively or regularly track these goals.</li> </ul>	<ul style="list-style-type: none"> <li>You have evidently set clear and concise SMART goals with your mentees and these are integrated clearly into all mentoring sessions. You are also able to meaningfully re-set goals when necessary.</li> <li>The mentees are clear on what their goals are and are eager to achieve them.</li> <li>You have introduced data as a way of setting and monitoring pupil goals.</li> <li>You effectively and regularly track these goals through the correct methods.</li> </ul>	<ul style="list-style-type: none"> <li>The goals you have set with your with mentees form a fundamental part of the mentoring sessions, with the mentees demonstrating a clear understanding of their importance and the mentor encouraging mentees to achieve their goals within all sessions. The goals are effective and always SMART.</li> <li>You create a culture of trust and achievement that means the mentees to aware of the importance of the goals set.</li> </ul>



				<ul style="list-style-type: none"> <li>Data forms a key part of the goal setting process.</li> <li>You very effectively and regularly track these goals through the correct methods.</li> </ul>
<b>4. General Conduct</b>				
<p><b>4.1 Clearly understanding and confidently following both the schools' and TFTF's safeguarding procedures and being able to safeguard yourself against disclosures.</b></p>	<ul style="list-style-type: none"> <li>You aren't aware of your duties regarding safeguarding and you are unsure on how to access and use both schools' and TFTF's procedures.</li> <li>You don't utilise the tools for being able to safeguard yourself against disclosures.</li> </ul>	<ul style="list-style-type: none"> <li>You know your duties regarding safeguarding and the use of schools' and TFTF's safeguarding procedures. However, you still struggle with knowing the severity of disclosures and what the appropriate route is for reporting them. You don't access assistance regularly when you are unsure.</li> <li>You know how to access tools for safeguarding yourself, but do not access these often.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident of your duties regarding safeguarding and are fully compliant with both the schools' and TFTF's Safeguarding procedures. You have shown that you are clear on what procedures different types of disclosures need and are able to actively seek out information on points you are not clear on.</li> <li>You know how to access tools for safeguarding yourself against disclosures and are able to access these when necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Your practice of both schools' and TFTF safeguarding procedures are exceptional. You have developed a very good relationship with the school safeguarding leads, which always allows you to deal with safeguarding concerns quickly and appropriately.</li> <li>You are aware of, and actively seek, opportunities to improve your knowledge on safeguarding. You also actively seek ways to safeguard yourself against disclosures and use the tools in place when necessary.</li> </ul>
<p><b>4.2 Clearly understanding, and complying with, both the schools' and TFTF's Health &amp; Safety policies and procedures.</b></p>	<ul style="list-style-type: none"> <li>You aren't aware of your duties regarding health &amp; safety and don't know how to access either your schools' or TFTF's policies in order to increase your awareness.</li> </ul>	<ul style="list-style-type: none"> <li>You know your duties regarding both your schools' and TFTF's health &amp; safety policies and procedures. However, you are still not fully compliant with the procedures and you don't access assistance regularly when you are unsure.</li> </ul>	<ul style="list-style-type: none"> <li>You are confident of your duties regarding both your schools' and TFTF's health &amp; safety policies and procedures. You have demonstrated that you are compliant on all procedures and are able to actively seek out information on points you are not clear on.</li> <li>You know how and where to access both the school's and</li> </ul>	<ul style="list-style-type: none"> <li>Your practice of both schools' and TFTF health and safety procedures are exceptional. You have demonstrated that you are fully compliant on all procedures and are able to actively seek out information on points you are not clear on.</li> <li>You know how and where to access both the school's and TFTF's health and safety policies</li> </ul>



			TFTF's health and safety policies and ensure you keep up to date on changes.	and actively ensure you keep up to date on changes to policies.
<b>4.3 Demonstrating effective time-keeping skills.</b>	<ul style="list-style-type: none"> <li>You struggle to manage your own time and are often late to your schools, meetings or mentoring sessions.</li> <li>You don't report lateness to school through the right procedures.</li> </ul>	<ul style="list-style-type: none"> <li>You're mostly on time to your schools, meetings or mentoring sessions, but not always and occasionally get flustered.</li> <li>You mostly report lateness to school through the right procedures but not always.</li> </ul>	<ul style="list-style-type: none"> <li>You're always punctual to schools, meetings or mentoring sessions.</li> <li>You are able to report lateness to school through the right procedures at all times.</li> </ul>	<ul style="list-style-type: none"> <li>You're extremely punctual to schools, meetings or mentoring sessions, with no incidents of lateness. Your punctuality allows for you to always be able to leave plenty of time for preparation.</li> </ul>
<b>4.4 Demonstrating effective organisation and prioritisation skills and an ability to meet deadlines.</b>	<ul style="list-style-type: none"> <li>Your organisation and prioritisation skills are not yet developed, and this impacts negatively on the effectiveness of your role.</li> <li>You regularly miss deadlines or have to be chased for information.</li> </ul>	<ul style="list-style-type: none"> <li>You usually manage a varied workload, balancing different priorities. The attention you give to your schools is usually unequal.</li> <li>You often meet deadlines, but not always, and often get flustered when having to manage multiple deadlines or tasks.</li> </ul>	<ul style="list-style-type: none"> <li>You expertly manage a varied workload, balancing different priorities and giving all schools and sessions an equal amount of your attention and time.</li> <li>You are able to effectively prioritise tasks and always meet set deadlines, with the work being a good quality.</li> </ul>	<ul style="list-style-type: none"> <li>Your exceptional organisation and prioritisation skills mean that you have capacity to fulfil wider professional responsibilities in-line with the needs of the school and Think for the Future. These responsibilities have a measurable and positive impact on mentees.</li> <li>You also very effectively manage your workload and are in control of your mentoring sessions in all schools. You always meet or exceed deadlines with the work being to an exceptional quality.</li> </ul>



<p><b>4.5 Demonstrating a positive mindset towards your role and a proactive approach to going ‘above and beyond’.</b></p>	<ul style="list-style-type: none"> <li>• It is rare that you go ‘above and beyond’ in your role as often you do just what is required of you by both the school and TFTF.</li> <li>• There is no evidence of you being proactive in your approach and you often display a negative attitude towards your role.</li> </ul>	<ul style="list-style-type: none"> <li>• You have sometimes gone ‘above and beyond’ in your role, but this is often sporadic and inconsistent.</li> <li>• You show a positive approach to your role most of the time, but there are inconsistencies in your approach to your role in different schools or with different groups.</li> </ul>	<ul style="list-style-type: none"> <li>• You often seek opportunities to go ‘above and beyond’ in your role and approach this in a positive and proactive way. You clearly communicate ways that you have been able to go ‘above and beyond’ with the rest of the team to be able to share best practice.</li> <li>• You have a positive mindset towards your role the majority of the time.</li> </ul>	<ul style="list-style-type: none"> <li>• You are always seeking opportunities to be able to go ‘above and beyond’ in your role. Your approach to this is positive and proactive, often using innovative ways of being able to go ‘above and beyond’ and being able to share these methods with the rest of the team when they are successful. This approach is consistent across groups and schools and forms the basis of all your practice as a mentor.</li> <li>• You have a positive mindset towards your role all of the time and are able to use this to impact the mindset of others in the team.</li> </ul>
<p><b>4.6 Showcasing a ‘growth mindset’ through accurate and productive use of your own feedback, reflection and target setting.</b></p>	<ul style="list-style-type: none"> <li>• You do not regularly use the feedback you receive and make few changes to support your development.</li> <li>• There is no evidence of a growth mindset and often you will blame others when your sessions don’t go to plan rather than looking for ways to improve. This results in your skill set rarely improving much.</li> </ul>	<ul style="list-style-type: none"> <li>• You respond well to feedback most of the time, reflecting on what you have been told and setting targets of your own. The targets you set for yourself are also appropriate and support you in improving mentee progress.</li> <li>• There is evidence that you have a growth mindset, but this is often sporadic and not evident all the time.</li> </ul>	<ul style="list-style-type: none"> <li>• You use feedback to evaluate your own performance and draw conclusions on how to make the best of your strengths and to manage your weaknesses. When you need help in developing further as a mentor you seek the appropriate assistance. You are able to use your previous experience of personal development to support others when needed and work well as part of a team.</li> <li>• It is evident that you have a growth mindset as you are</li> </ul>	<ul style="list-style-type: none"> <li>• You are exceptional at seeking out and utilising feedback from others and respond very positively when it is given.</li> <li>• A growth mindset forms the basis of all your work in your role as you consistently strive to develop your skill set. You also play an active role in supporting those who seek feedback from yourself and play a key part in implementing a growth mindset into the whole teams’ ethos.</li> </ul>



			always seeking areas for improvement and react positively to feedback given.	
<p><b>4.7. Effectively using technology and programmes available within your role to produce high quality work.</b></p>	<ul style="list-style-type: none"> <li>You don't use the technology or programmes provided for you effectively in any element of your role.</li> <li>Your understanding and use of the programmes is limited, and you haven't sought advice or guidance in being able to develop your skills further.</li> <li>This results in your work being of low quality and unacceptable standards.</li> </ul>	<ul style="list-style-type: none"> <li>You know how to use technology and programmes available to you and use them regularly within your role.</li> <li>Your understanding and use of the programmes is okay, but not as developed as it should be. You don't seek advice to be able to develop your skills further that often.</li> <li>This results in your work being an acceptable standard, but with room for improvements. The standard of the work is often inconsistent.</li> </ul>	<ul style="list-style-type: none"> <li>You regularly and efficiently use the technology and programmes available to you within your role.</li> <li>Your understanding and use of the programmes is good and you are confident in developing your skills further by seeking the right advice and guidance.</li> <li>This results in your work being a good standard consistently.</li> </ul>	<ul style="list-style-type: none"> <li>You use the technology and programmes is exceptional and innovative. You have actively sought advice and guidance to improve your skills and are aware of ways the systems could be improved and communicate these to the team.</li> <li>This results in your work being an exceptional standard, often going above and beyond in the expected quality.</li> </ul>
<p><b>4.8 Building positive in-school relationships with a variety of school staff by professionally communicating and collaborating with them through a various means.</b></p>	<ul style="list-style-type: none"> <li>You are aware of the in-school relationships it would be useful for you to develop, but you are yet to begin collaborating with these people.</li> <li>You have shown little evidence of any form of communication with staff at the school outside of standard everyday interaction.</li> </ul>	<ul style="list-style-type: none"> <li>You have built some positive relationships with many staff in the schools you work with, but these relationships are inconsistent and only with a few select individuals.</li> <li>You have some good communication with schools' staff during the school day, but less so with other forms of communication (e.g. emails) and you rarely report these communications back to the management team.</li> </ul>	<ul style="list-style-type: none"> <li>You have built a range of very good relationships and connections with the staff who work in your schools and you regularly utilise these relationships to support the progress of your mentees.</li> <li>This communication is not only evident during the school day but is clear in your communication with them via other forms (e.g. email) to encourage their involvement in the programme.</li> </ul>	<ul style="list-style-type: none"> <li>Because of the exceptional relationships you have built with in-school colleagues, you are able to influence them to think differently about things and explore different perspectives on your mentees or on the programme.</li> <li>You proactively manage stakeholder relationships in your schools through both in school communication and other methods (e.g. email).</li> <li>Your communication (in various means) is always formal and professional and appropriate to the audience.</li> </ul>



<p><b>4.9 Showcasing a notable and professional presence around schools, ensuring that all staff and students are aware of your role and of TFTF and feel comfortable to approach you at any time.</b></p>	<ul style="list-style-type: none"> <li>You have little to no presence in your schools, meaning that very few teachers are aware of you, your role or of TFTF.</li> <li>You often stay in your classroom during breaks and lunches, rather than moving around the school or spending time with other teachers or with students.</li> </ul>	<ul style="list-style-type: none"> <li>You have some presence in your schools and some of the teachers are aware of you, your role and TFTF, but not all.</li> <li>You do sometimes move around the school during breaks and lunches, but this is inconsistent and sporadic.</li> </ul>	<ul style="list-style-type: none"> <li>You have a good presence in your school, and a good amount of the teachers are aware of you, your role and TFTF.</li> <li>You clearly put effort into moving around the schools during breaks and lunches and understand the importance of this.</li> <li>Your presence in the school is professional and appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>You have an exceptional presence within your schools, with most of the teachers around school knowing who you are, your role and about TFTF.</li> <li>You clearly put a great deal of effort into moving around the school during breaks and lunches, speaking to a range of staff and developing professional rapport with these individuals.</li> <li>You have developed innovative techniques to increasing your presence in the school and are able to utilise these often.</li> </ul>
<p><b>4.10 Working closely, and regularly communicating, with the TFTF Management Team and displaying an aptitude to teamwork through your work with the TFTF Behaviour Mentors.</b></p>	<ul style="list-style-type: none"> <li>You don't use the TFTF communication methods effectively when liaising with other members of the TFTF team.</li> <li>You often fail to pass on relevant or important information about your mentees, sessions or schools to the management team</li> <li>You rarely join in on communication with the rest of the Behaviour Mentors. You haven't displayed any wiliness towards team-work or collaboration with the Management Team</li> </ul>	<ul style="list-style-type: none"> <li>You have some communication with the rest of the TFTF team, but this is often ad-hoc and sporadic.</li> <li>You are able to pass on important information about your mentees, sessions or schools to the management team, but don't pass on anything else.</li> <li>There are some periods of time where you fail to communicate effectively with the rest of the Behaviour Mentors and only sometimes show a willingness towards team-work or collaboration with the Management Team.</li> </ul>	<ul style="list-style-type: none"> <li>You have a very good level of communication with the rest of the TFTF team, which is consistent and appropriate.</li> <li>You are able to pass on important information about your mentees, sessions or schools to the management team.</li> <li>You are able to communicate effectively with the rest of the Behaviour Mentors and always show a willingness towards team-work and collaboration with the Management Team. You are able to use methods of communication to share best practice with other</li> </ul>	<ul style="list-style-type: none"> <li>Your communication with the rest of the TFTF team is exceptional.</li> <li>You regularly pass on appropriate information on mentees, sessions or schools to the management team in a way that maximises your impact as a mentor.</li> <li>You are able to inspire other Behaviour Mentors because you regularly communicate about best practice and pass on relevant mentoring material. Your willingness towards team-work is exceptional.</li> </ul>



			Behaviour Mentors and do this often.	
<b>4.11 Appropriate and professional written and verbal communication with TFTF staff and school staff.</b>	<ul style="list-style-type: none"> <li>Your written and verbal communication is unprofessional and sometimes inappropriate both towards school staff and towards other members of the TFTF Team.</li> </ul>	<ul style="list-style-type: none"> <li>Your written and verbal communication is mostly professional, but this is inconsistent and there have been incidences of it not being appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>Your verbal and written communication (in various means) is always formal and professional and appropriate to the audience.</li> </ul>	<ul style="list-style-type: none"> <li>Your verbal and written communication (in various means) is always formal and professional and appropriate to the audience. Your communication skills are exceptional in being able to effectively convey your ideas and suggestions.</li> </ul>
<b>4.12 Developing appropriate TFTF Curriculum(s) appropriately and confidently according to the characteristics of the group.</b>	<ul style="list-style-type: none"> <li>The curriculum plans you develop are not well thought through and therefore not appropriate to the groups being delivered to.</li> </ul>	<ul style="list-style-type: none"> <li>In most cases, you have tailored your curriculum plan for each of your groups to ensure it meets their needs, but this is sporadic and not in all schools.</li> </ul>	<ul style="list-style-type: none"> <li>You have a thorough understanding of the curriculum provided by Think for the Future allowing you to appropriately allocate the best set curriculums for your group's characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>You take an active lead on the design and implementation of Think for the Future's curriculum options and you are adept at individually tailoring unique curriculum(s) for each of the groups you work with according to their characteristics. You can flexibly respond to change in the groups' characteristics by altering the curriculum throughout the year and/or using innovative curriculum ideas to engage the pupils.</li> </ul>

# Think for the future



## Think for the Future 'Quality Assurance Score' Ranges

Level	Score range	What this means
Cause for concern	0-31%	A score of this in any session or personal development review would result in an immediate performance review.
Essential	31%-49%	A score of this would result in an Action Plan to address performance*
Intermediate	50%-62%	A score of this would result in us continuing with regular session observations*
Good	63%-81%	A score of this would result in us doing less observations of your sessions and starting to be considered for performance related pay increase *
Exceptional	82%-100%	A score of this would result in us doing much fewer observations of your sessions and being considered for performance related pay increase *

*\*When this average score is maintained over a period of two full terms*