LIVERPOOL JOHN MOORES UNIVERSITY

MENTORING MEMOS

PGCE Secondary: Week 11 (w/c 16th November 2026)

In Brief

Phase 2a reminders:

- A timetable of at least 15 hours a week.
- Solo teaching developing towards 2 lessons per day by the end of the phase
- An LJMU plan for every taught lesson, submitted 48 hours beforehand.
- A 45-to-60-minute weekly meeting.
- No more than three SHARP targets a week.
- Two lesson analysis forms a week, using the language of the phased expectations.

Vacancy on Secondary Quality Committee. Three vacancies (PM, GM, ECT). Meets three times per year to help improve the programme as a critical friend. Next meeting is 1st March 2027. Great insight into ITE governance. Contact Dan on d.j.dennis@ljmu.ac.uk for more info.

Phase 2a Checklist

Six checks for every student teacher, every week.

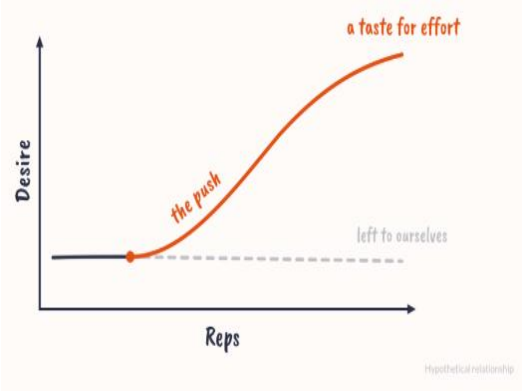
☐	**Timetabled time** Solo teaching, team teaching, observations, planning and meetings.	15 hrs min
☐	**Solo teaching developing, within limits** One lesson a day by the middle of the phase, two by the end	1 / 2
☐	**LJMU plan for every lesson** With the General Mentor 48 hours before the lesson.	48 hrs
☐	**Mentor meeting held** Following the Weekly Meeting and Target Setting Record.	45–60 min
☐	**SHARP targets set** Recorded by the student teacher, with appropriate actions to achieve them.	3 max
☐	**Lesson analysis forms completed** In the language of the phased expectations.	2

Important Notices

Professional Mentors: There is an online drop-in session for any questions or concerns you have on Monday 16th November 16:00 – 17:00 and Tuesday 17th November 16:30 – 17:00. Or contact Dan (d.j.dennis@ljmu.ac.uk).

Research Spotlight

A Taste for Effort (Peps Mccrea, Evidence Snacks)



Why we avoid effort: Mccrea puts it down to an instinct to save energy, rewards that arrive late, and a habit of misjudging how satisfying hard work feels. That applies to student teachers as much as pupils.

What helps: a liking for effort grows with repeated experience of the payoff. Full lesson plans, rehearsal and acting on targets are the demanding parts of Phase 2a, so keep them in place and help your student teacher see what they gain from them.

For this week's meeting: point to one specific improvement in their teaching and trace it back to the effort that produced it, such as a rehearsed explanation or a redrafted plan.

In Detail: Programme Updates

Secondary Quality Committee: join us

The Secondary Quality Committee acts as a critical friend to the programme and guides its development. It is chaired by a Professional Mentor and made up of ECTs and mentors. We currently have three vacancies:

- Professional Mentor
- General Mentor
- ECT from the 2025/26 cohort

The committee meets three times a year, from 16:00 to 17:30 at the School of Education. It's a great chance to gain an insight into ITE governance and help the programme keep improving. The next meeting is on 1st March 2027.

If you're interested in joining, please contact Dan on d.j.dennis@ljmu.ac.uk.

In Detail: Key Dates

Monday 16th November 16:00 – 17:00 - Professional Mentor Drop-in (online)
Tuesday 17th November 16:30 – 17:00 - Professional Mentor Drop-in (online)
Thursday 16th November – Student teacher AS1 Deadline
Thursday 17th December - Phase 2i Review Deadline

In Detail: Phase 2a Expectations

Teaching requirements

Every student teacher needs a Phase 2a timetable this week. The requirements are:

- A minimum of 15 timetabled hours per week. This includes solo teaching, team teaching, observations and meetings.
- By the middle of the phase, the equivalent of one full lesson per day.
- By the end of the phase, the equivalent of two full lessons per day.
- General Mentors and Lead Mentors should use professional judgement on how a student teacher moves from one lesson a day to two. Teaching may be spread unevenly across the week because of timetable constraints.
- Wherever possible, solo teaching should not exceed two full lessons per day, or eight lessons per week in total.

The full requirements are on the Programme Information page (Curriculum and Phased Expectations > Teaching Requirements).

Lesson plans

Student teachers should now complete an LJMU lesson plan for every lesson they teach, and submit it to the General Mentor 48 hours before the lesson. The template is on the Planning & Learning Activities page.

Student teachers are only beginning to learn how to plan, so their plans won't be perfect. They are a learning tool. Subject-specific exemplars for Phase 2a plans will be uploaded over the coming weeks to help you support them.

Weekly mentor meetings

From the first week of Phase 2a, every student teacher should have a weekly mentor meeting of 45 to 60 minutes, following the Weekly Meeting and Target Setting Record.

Targets

- Set a maximum of three targets each week.
- Targets should be SHARP.
- Student teachers record their own targets and may ask for help making them sharp.
- Please follow the target-setting guidance for every target. If in doubt, contact your Lead Mentor.

Lesson analysis forms

There is no substantive change to the format this year. Student teachers should receive two LAFs per week. Please complete them using the language of the phased expectations. You can find the template here.

In Detail: Education Updates

TES News: Fewer pupils enjoying school as sense of belonging falls
School enjoyment across secondary declines despite improvements in pupils' perceptions of behaviour, DfE survey finds.

Schools Week News: Teacher trainers report drop in applications amid bursary delay
Applicants and providers remain in the dark about bursaries, a month after 2027 applications opened.

In Detail: Well-Being Tips



Education Support separates high standards, which help, from all-or-nothing thinking, which harms. For student teachers, one difficult lesson is not failure: a plan only needs to be good enough for the stage they are at. For mentors, a student teacher's difficult week is not a verdict on you. In both cases, notice the harsh self-talk, ask whether it is really true, and reword it more realistically.

Student teachers can always contact student wellbeing on 0151 231 3664.

