Subject: Strong Support for [Mentor's Name] as an In-school Mentor for the QTS Assessment Only Route

Dear Admissions Committee,

I am writing to endorse [Mentor's Name] as a suitable in-school mentor for candidates undertaking the Qualified Teacher Status (QTS) Assessment Only route at the University of Derby. As [Mentor's Position], I have had numerous opportunities to observe [Mentor's Name] display their adept mentoring skills and commitment to the professional development of fellow educators.

[Mentor's Name] has made significant contributions to the development of our trainee and early-career teachers, having supported [Number of Trainees] trainees towards achieving their QTS and [Number of Early Career Teachers] Early Career Teachers. They have also mentored and guided other staff in the school, contributing to a robust culture of professional learning.

Our institution strongly focuses on professional development for all staff members, and [Mentor's Name] has been instrumental in this pursuit. They are keen to continuously improve their teaching skills while supporting their colleagues in doing the same. Their enthusiasm for professional learning has proven infectious, fostering a culture of self-reflection, critical analysis, and continuous growth within our teaching community.

[Mentor's Name] has also participated in professional learning in mentoring and coaching, enhancing their understanding of the requisite skills, approaches, and techniques for successful mentoring. They have applied these strategies intelligently, adapting their approach to support novice teachers effectively and skillfully, guiding highly competent teachers to progress.

Regarding assessment practices, [Mentor's Name] meets regularly with their mentees to discuss progress and provide constructive feedback. They have effectively employed an incremental approach to mentoring, providing structured guidance to less experienced teachers while adopting a coaching role for more proficient educators. This balanced approach encourages independence and empowers our teachers to enhance their practice continuously.

[Mentor's Name] employs 'learning conversations,' engaging in constructive dialogues that enable our educators to develop their skills, knowledge, and understanding. They excel in using their strong listening skills, promoting critical reflection, and providing effective evaluation models. They have been exceptional in adapting their feedback to each individual's needs, promoting growth while remaining sensitive, encouraging, and stimulating.

In conclusion, I have no reservations in recommending [Mentor's Name] as an in-school mentor for your QTS Assessment Only route candidates. Their dedication, experience, and adept mentoring skills will provide invaluable support and guidance to your candidates.

Thank you for considering my recommendation.

Yours sincerely,

[Head’s Name]

[Their Position]

Subject: Endorsement for [Mentor's Name] as an In-school Mentor for the QTS Assessment Only Programme

Dear Admissions Committee,

I wholeheartedly endorse [Mentor's Name] as an appropriate in-school mentor for candidates embarking on the Qualified Teacher Status (QTS) Assessment Only programme at the University of Derby. As [Mentor's Position], I have been privy to multiple instances where [Mentor's Name] has demonstrated adept mentoring abilities and an unwavering commitment to fostering the professional development of their fellow educators.

[Mentor's Name] has played a significant role in advancing our trainee and early-career teachers, having assisted [Number of Trainees] trainees in their pursuit of QTS and [Number of Early Career Teachers] Early Career Teachers. Moreover, they have offered guidance and mentoring to other staff members in our school, contributing to a robust culture of professional development.

Our school strongly emphasises the professional development of all staff members, and [Mentor's Name] has been a linchpin in these efforts. They are eager to continually enhance their teaching skills whilst aiding their colleagues to do the same. Their passion for professional development is contagious, engendering an environment of self-reflection, critical analysis, and constant improvement within our teaching community.

[Mentor's Name] has participated in professional training in mentoring and coaching, enhancing their comprehension of the requisite skills, strategies, and techniques needed for successful mentoring. They have intelligently applied these strategies, modifying their approach to support novice teachers effectively and skilfully guiding highly competent ones to further their progress.

Regarding assessment practices, [Mentor's Name] regularly meets with their mentees to discuss progress and offer constructive feedback. They have adeptly utilised an incremental approach to mentoring, providing structured guidance to less experienced teachers while adopting a coaching stance for more proficient educators. This balanced approach fosters independence and continually encourages our teachers to refine their practice.

[Mentor's Name] actively engages in 'learning conversations', participating in constructive dialogues that help our educators bolster their skills, knowledge, and understanding. They exhibit strong listening skills, promote critical reflection, and provide effective evaluation models. They've shown exceptional adaptability in tailoring their feedback to the needs of each individual, promoting growth whilst remaining sensitive, encouraging, and motivating.

In conclusion, I confidently recommend [Mentor's Name] as an in-school mentor for your QTS Assessment Only programme candidates. Their commitment, expertise, and adept mentoring skills will undoubtedly provide invaluable support and guidance to your candidates.

Thank you for considering my recommendation.

Yours sincerely,

[Head’s Name]

[Their Position]

Subject: Recommendation for [Mentor's Name] as an In-school Mentor for the QTS Assessment Only Programme

Dear Admissions Committee,

With the greatest pleasure, I recommend [Mentor's Name] as an ideal in-school mentor for candidates preparing for the Qualified Teacher Status (QTS) Assessment Only programme at the University of Derby. As [Mentor's Position], I have had the privilege of witnessing [Mentor's Name] demonstrating impeccable mentoring abilities and consistent commitment to the professional development of their colleagues.

[Mentor's Name] has been instrumental in the progression of our trainee and early-career teachers, assisting [Number of Trainees] trainees in their journey towards QTS and [Number of Early Career Teachers] Early Career Teachers. Additionally, they have extended their mentorship to other staff members within our school, creating a sturdy culture of professional advancement.

In our school, the emphasis on professional development for all staff is significant, and [Mentor's Name] has been a cornerstone in these endeavours. They are keen to constantly improve their teaching skills while encouraging their colleagues to do likewise. Their enthusiasm for professional development is infectious, fostering an environment of self-reflection, critical analysis, and perpetual enhancement within our teaching community.

[Mentor's Name] has actively participated in professional training focussed on mentoring and coaching, enhancing their understanding of the essential skills, methodologies, and techniques required for effective mentoring. They have wisely applied these strategies, tweaking their approach to support novice teachers effectively and expertly, guiding highly competent ones to advance.

Regarding assessment practices, [Mentor's Name] consistently meets with their mentees to discuss their progress and offer constructive feedback. They have proficiently employed an incremental approach to mentoring, offering structured guidance to less experienced teachers whilst adopting a coaching perspective with more proficient educators. This balanced approach fosters self-sufficiency and ceaselessly motivates our teachers to refine their practice.

[Mentor's Name] is committed to engaging in 'learning conversations’ and constructive dialogues that bolster our educators' skills, knowledge, and understanding. They showcase strong listening skills, advocate for critical reflection, and provide effective models for evaluation. They have exhibited exceptional adaptability in moulding their feedback to cater to each individual's needs, promoting growth whilst remaining sensitive, encouraging, and stimulating.

I unreservedly recommend [Mentor's Name] as an in-school mentor for your QTS Assessment Only programme candidates. Their dedication, expertise, and polished mentoring skills will provide invaluable support and guidance to your candidates.

Thank you for considering my recommendation.

Yours sincerely,

[Head’s Name]

[Their Position]