

# Preparing an Academic Mentor Session

*At an interview, you may be asked to put together a task.*

## Small Group Work – Secondary or Primary

If you are applying for a position as an academic mentor in a primary or secondary school, you may be asked to prepare an activity for a small group of pupils. You will be given the focus of this activity, for example, to achieve a particular objective or to cover a certain topic.

If possible, choose a task that you have done before and had success with. If this isn't possible, choose something interactive, fun and engaging. The task doesn't need to be too complicated, but the more active the children can be, the more likely they are to stay on task.

# Before the interview

1. Ensure that you are informed, with adequate notice, so that you are able to prepare for the objective of the task and the length of the expected observation.
2. Be sure to fully research the topic that you will be covering, especially the relevant vocabulary that you will be expected to use.
3. It is especially important to use resources and examples which are age appropriate and not too challenging.

# Before the interview

4. It is important to think about how you can make the task engaging and clear, so that the pupils can easily access the work without confusion and will be encouraged to stay on task.

5. Plan your activity thoroughly, and as early as possible, so that the school can provide you with any resources you may require.

6. As it is an intervention activity, plan for additional support at points where you think they may struggle e.g., word banks, sentence starters, concrete materials in maths etc.



The panel will be looking for several things from this type of task, such as:

1. Making a task interesting and fun.
2. Managing behaviour in a small group setting.
3. Interacting with a range of pupils.
4. Questioning is appropriate to ability levels.
5. How well you can support and engage pupils of different abilities [this is called differentiation].

# Questions to ask the school before you plan your lesson:

1. How many pupils will I be teaching?
2. Which year group(s) are they in?
3. Are there any children with SEND/EAL? If so, what are their needs and how are they usually supported?
4. Do you have any resources or textbooks I can use?



# Lesson Outline

## 1. Starter

- This is a hook to engage the students' interest. It can be a picture/object/diagram, or a poem/short piece of text, for example.

## 2. Lesson Objectives

- What the students will be learning this lesson.
- An example of differentiation could be:
- “All students can...
- Most students will...
- Some students shall...”
- Another example is State Describe Explain

# Lesson Outline

## 3. Introduction / Modelling

- This is where the academic mentor introduces the students to the idea and/or topic or shows how to interact with and solve a task.

## 4. Group Activity

- The activity is there so that the students can learn and demonstrate their ability. It is an opportunity for the academic mentor to move around the group to support, guide and motivate. An academic mentor should provide students with enough activities to develop their confidence and learn from their mistakes, giving each student enough attention to assess their individual needs.

## 5. Plenary

- It is important that adequate time is given to reflect on their learning. It can take many different forms, such as a question and answer session, or a reflective session, during which students can identify what went well and what they could do better next time.