

# Mentoring for Secondary students

School/college handbook

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## Purpose of the programme

To create a partnership between a secondary school or college and a business or businesses in which employees volunteer to act as mentors for designated students, using their life experiences, objectivity and knowledge of the world of work in order to encourage their mentee to achieve their full potential.

### Aims

- To develop the self awareness and confidence of students
- To raise aspirations of students
- To raise the standard of achievement of students
- To encourage and support the progression of students to further and higher education, leading to lifelong learning
- To ensure an appreciation by students of the importance of education, business and industry

### How a mentor can make a difference

Mentors are responsible for meeting regularly with their assigned student, helping him or her to evaluate their career aspirations and hopes for success; working with them to plan for their future. This could include:

- understanding the importance of further education post 16, and higher education
- exploring the education and career options available to them post 16
- providing guidance and support when they begin to make choices and decisions
- helping with application forms and letters
- encouraging the student to set realistic goals, with interim steps along the way
- being a general support and sounding board

All volunteer mentors will be CRB checked before working in the programme and receive training in which the school/college will participate. They will receive a Volunteer Handbook which is also available to the school or college.

The volunteer mentor, school/college, student being mentored and their parent or guardian will all sign an agreement confirming their understanding of their key responsibilities and commitment to the programme. Example on page 16.

## What a mentor does and doesn't do

Does	Does not
✓ Guide and coach	✗ Counsel (they are not there to deal with deep-seated emotional problems)
✓ Explore and suggest options	✗ Tell someone what to do
✓ Empower; show mentee how to do things for themselves	✗ Do things for the mentee beyond finding information which may not be freely available
✓ Offer expertise, information, suggest ways of finding out	✗ Have to be an expert in everything
✓ Support and encourage	✗ Get too emotionally involved with their mentee
✓ Establish a close rapport	✗ Meet solely as a friend with no framework or goals
✓ Give realistic advice	✗ Create false expectations
✓ Listen to and explore mentee's issues	✗ Make assumptions
✓ Present an open and accepting attitude	✗ Adopt a judgemental attitude
✓ Use their own experience in a positive way	✗ Involve the mentee in their own problems
✓ Value the mentee as a person	✗ Always value their behaviour
✓ Build a close, trusting relationship	✗ Ignore the professional responsibilities of a mentor
✓ Follow guidelines and advice from college	✗ Ignore their own initiative, ideas and personal skills

## Programme roles and responsibilities

### School/college

<b>Head Teacher</b>	<p>Overall champion of the programme. Endorses its importance within the establishment and is actively involved in promoting it to members of the team and to students.</p> <p>Ensures that evaluation and measurement of results is carried out at end of year, leads the review process and shares the outcomes with the team and students.</p>
<b>Head of Year for chosen cohort</b>	<p>Has ownership of the operational aspects of the programme within the establishment and ensures that commitments are met.</p> <p>Represents the programme with his or her year group and to other members of the SLT and teaching staff. S/he will be actively involved in supporting the volunteer mentors including providing input to their training.</p>
<b>Programme co-ordinator</b>	<p>A non teaching member of staff needs to be appointed to facilitate the smooth day to day running of the programme. Work Experience administrators have good background knowledge of dealing with local employers.</p> <p>S/he will be the primary contact with the business programme co-ordinator for day to day running.</p> <p>Specific responsibilities are:</p> <ul style="list-style-type: none"><li>• To provide volunteers with contact details and copies of Child Protection Policy and Emergency Procedures.</li><li>• To prepare mentor and mentee logbooks pre launch</li><li>• To keep details of all pairings and contact details for mentors</li><li>• To maintain an Appointments Diary recording all scheduled mentoring meetings and check it daily</li><li>• To issue lesson exit slips for mentees at registration</li><li>• To notify a mentor if their mentee is not in registration on a meeting day</li><li>• To update the diary with the time meetings end and record the next meeting</li><li>• To keep a record of the total number of meetings for each pairing</li><li>• To participate in review and evaluation meetings</li></ul>
<b>Teaching staff</b>	<p>Must be aware of the programme concepts and supportive in permitting students time for mentoring sessions within the terms of what has been agreed by the SLT.</p>

# Programme roles and responsibilities

## Business

### Champion

A member of the business's SLT who endorses its importance within the business and is actively involved in promoting it to members of staff.

Represents the programme within the business and is actively involved in volunteer mentor recruitment and training

Ensures that suitable volunteer mentors are permitted time to participate in the programme through liaison with appropriate functional managers.

### Programme Co-ordinator

Appointed by the business leadership and works with the school/college SLT to agree the programme focus.

Has ownership of the operational aspects of the programme and ensures that commitments are met. S/he will be the primary contact for the Head of Year and School/College programme co-ordinator. Specific responsibilities include:

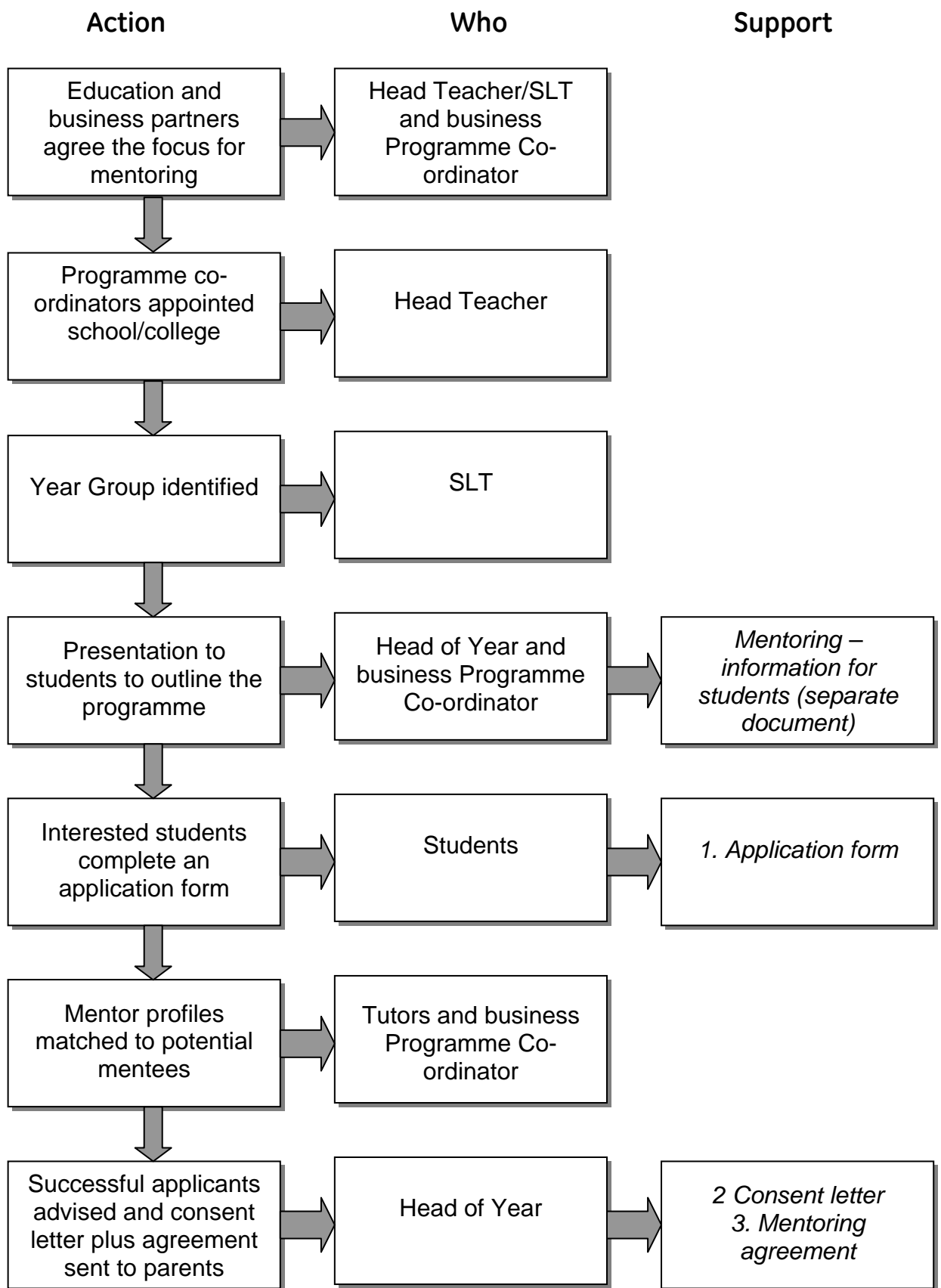
- To manage recruitment of volunteers and keep an up to date list
- To ensure that all volunteers complete their application for a Criminal Records Bureau enhanced level Disclosure
- To organise the initial training of volunteers
- To inform volunteers of key programme information including dates of review sessions to obtain their feedback
- To attend and facilitate termly review/support sessions, together with the Head of Year and School Co-ordinator, taking any agreed follow-up actions, as appropriate.

### Mentors

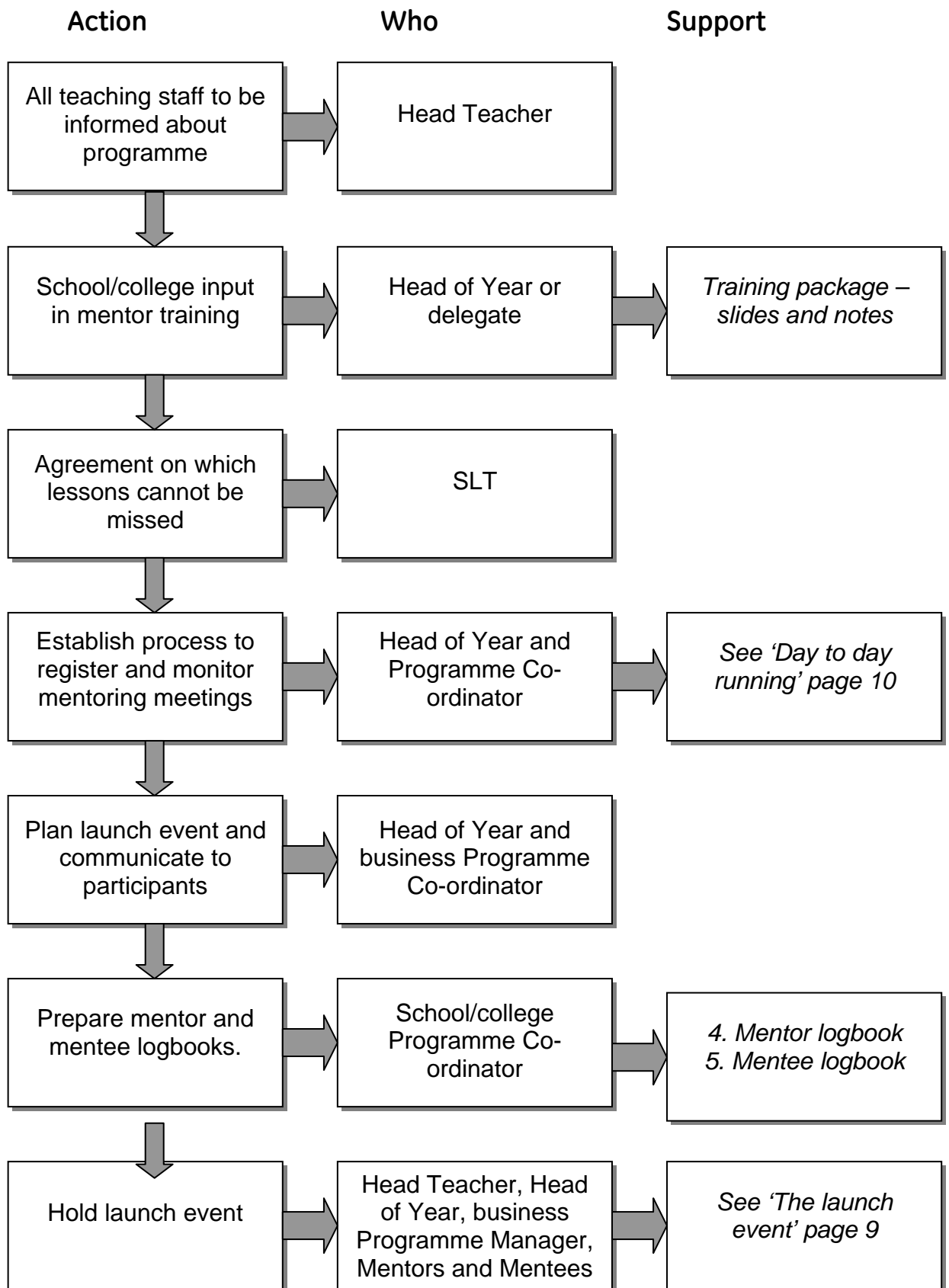
Must commit to the programme for one year although this may be extended if both parties wish to do so. Should aim to meet with their mentee once a month and certainly 3 times per term and must notify their mentee and/or the programme co-ordinator if they are unable to keep an agreed meeting.

Are required to undergo CRB checks and training before commencement and must observe the school/college procedures in place for security and child protection. .

## Setting up the programme



## Setting up the programme (Cont'd)



## The launch event

At the commencement of a new mentoring programme or mentoring period for a group of new volunteer mentors and mentees, the school/college will host a launch event attended by all participants.

The format should be based on the following:

### Pre-event

Mentees should be issued with the following forms before the event and encouraged to complete them to help in their initial meeting with their mentor:

8. *What do you need help with?*

9. *Everyone has one talent*

### Presentation about the participating business(es)

A brief presentation to the mentees about the business or businesses for which the volunteer mentors work. To be delivered by one of the volunteers with appropriate presentation skills or the business Programme Manager.

### Head Teacher endorsement

The Head Teacher will emphasise the importance of the programme, the fact that everyone is participating as volunteers and the responsibility of mentees to inform the co-ordinator and their mentor if they cannot attend a meeting.

### Introduction of mentors and mentees

Both are likely to be nervous so mentors are encouraged to plan what they might talk about initially.

### Tour the school and issue logbooks

Mentees should escort their mentor on an informal tour of the school as an ice breaker and an opportunity to open out the conversation. After the tour, pairings will return to the launch venue for refreshments and to firm up how they will work together. At this stage, mentor and mentee log books will be issued.

### Agree first meeting date

Each pair should arrange a mutually suitable date for their first session together and ensure it is recorded in both logs together with contact details.

The school/college Programme Co-ordinator must ensure that they have a record of all meetings arranged.

## Day to day running

The following summarises the factors and processes required for operating the programme successfully

	<b>Action</b>	<b>Responsibility</b>
<b>Contact details</b>	Mentors must ensure that their mentee and the Programme Co-ordinator have up to date email and telephone contact details for them	Mentor
<b>Appointments diary</b>	A record of the date and time of planned meetings and must be checked at the start of each day.	Co-ordinator
<b>Lesson exit slip</b>	Issued during registration on the day of the mentoring meeting	Co-ordinator
<b>Absent students</b>	The mentor must be notified if the student is not in registration on the day of scheduled meeting	Co-ordinator
<b>End of meeting</b>	The mentor must sign the exit slip, record the time it finished and agree the date and time of the next meeting	Mentor
<b>Setting next meeting</b>	Meetings should not take place on the same day and time so that the student doesn't regularly miss the same lesson. It can be useful to provide the mentor with a copy of the student's timetable so they can plan together.	Mentor
<b>Updating the diary</b>	The student must show the exit slip to the Programme Co-ordinator who will record the finish time in the diary. S/he will also record the date and time of the next meeting.	Co-ordinator
<b>Logbooks</b>	Both mentor and mentee must also record the next meeting date and time in their individual logbooks	Mentor and mentee
<b>Number of meetings</b>	A record of the number of appointments kept by each pairing for future evaluation	Co-ordinator

## Evaluation and measurement

Evaluation by the school/college is essential to ensure that the students are benefiting from the programme and that the business and volunteer mentors know they are making an impact.

Baseline data should be gathered at the beginning of the programme which would include the mentees' predicted grades and their current aspirations.

Formal evaluation should take place near the end of the school year and involve:

### Qualitative data

Obtained by surveying mentees, their Head of Year, Tutor and teaching staff for core subjects. Samples of suggested evaluation forms can be found in the Appendix.

### Quantitative data

Based on the achievement and aspirations of the cohort of students being mentored at the end of year vs. their predicted grades and stated aspirations at the beginning of the programme to provide a measure of improvement.

It is also valuable to compare these results with the whole peer group as an objective measure of the programme's impact.

### Review group

The following should be involved in reviewing the evaluation and measurements:

- Head Teacher – to ensure s/he is happy with the partnership
- Head of Year – to maintain ownership within the school/college
- Staff – the view of the teaching staff who know the student is invaluable
- School/College Programme Co-ordinator – for input on day to day operation
- Mentees – to make sure the programme meets their needs and expectations
- Business Programme Co-ordinator – to maintain ownership within the business and communicate the benefits within their organisation
- Mentors – to recognise the value of their contribution

### Termly reviews

In addition to formal evaluation, the business and school/college programme co-ordinators will hold a review meeting with the Head of Year to review progress and any issues which need to be addressed

# Appendix

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# 1. Application form for students

## Mentoring Application Form

<b>Name</b>	<b>Tutor Group</b>
<b>Date of Birth</b>	<b>Age</b>

**My favourite subjects at school are: (please tick 3 Boxes)**

- Science .....     Geography .....     History .....   
ICT .....     Art .....     Technology .....   
French/German .....     PE .....     RE .....   
Drama .....

**The subjects I struggle with the most are: (please tick 3 Boxes)**

- Science .....     Geography .....     History .....   
ICT .....     Art .....     Technology .....   
French/German .....     PE .....     RE .....   
Drama .....

**Would you like to go into further education when you have finished Year 11 ?(e.g. College, Student Centre)**

- Yes .....     No .....     Not Sure .....

**Would you like to go to university?**

- Yes .....     No .....     Not Sure .....

**Do you have any long term ambitions?**

- Yes .....     No .....

**If you answered yes to the above question, what are your long term ambitions?**

**What jobs do you think you might be interested in for the future?**

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What are your interests and hobbies?
List 5 words that best describe your personality?

In addition to the compulsory subjects (e.g. Maths, English and Science), what additional subjects have you chosen for your options in Year 10? (please tick)

- |                          |                          |                            |                          |                              |                          |
|--------------------------|--------------------------|----------------------------|--------------------------|------------------------------|--------------------------|
| History.....             | <input type="checkbox"/> | Information Comm.Tech..... | <input type="checkbox"/> | Art .....                    | <input type="checkbox"/> |
| Technology .....         | <input type="checkbox"/> | French/German.....         | <input type="checkbox"/> | PE.....                      | <input type="checkbox"/> |
| Music.....               | <input type="checkbox"/> | Drama .....                | <input type="checkbox"/> | Health and Social Care ..... | <input type="checkbox"/> |
| Leisure and Tourism..... | <input type="checkbox"/> | Applied Business.....      | <input type="checkbox"/> | Textile Technology .....     | <input type="checkbox"/> |
| Food Technology.....     | <input type="checkbox"/> | Resistant Materials.....   | <input type="checkbox"/> | Graphic Products.....        | <input type="checkbox"/> |

Where would you like to do your work experience in Year 10?
---

What is your favourite music?
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What is your favourite TV programme?
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What is your favourite food?
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Why would you like to be chosen to take part in the mentoring scheme?

I understand that if I am chosen to take part in the mentoring scheme that I will ensure that I attend all planned meetings with my mentor and all discussions will remain confidential.

**Signed**.....**Date**.....

## 2. Consent letter

Dear Parent/Guardian,

### **Re: Mentoring Programme**

Earlier this year your son/daughter expressed an interest in taking part in the student mentoring programme, which is offered within the [College/School].

We will soon be starting the mentoring scheme for this academic year and are pleased to inform you that your son/daughter has been allocated a mentor from [name of business].

All mentors are volunteers who have undergone a lengthy selection process, which includes an interview, references, an enhanced Criminal Records Bureau check (CRB) and have been thoroughly trained for this role before working with pupils in schools.

The aims of the programme are:

- To develop the self-awareness and confidence of students
- To raise aspirations of students
- To raise the standard of achievement of students
- To encourage and support the progression of students to further and higher education

The mentors have chosen to take part in the programme to help young people get the most out of school and reach their full potential. Their role is to provide students with support, guidance and encouragement on a wide range of issues, which may include coursework, homework, revision, higher education, careers and personal issues.

It is envisaged that your son/daughter will meet with their mentor on a fortnightly basis after half term for between twenty and fifty minutes. These sessions will take place within school at different times to ensure continuity within lessons.

If you are happy for your son/daughter to take part in this programme I would be grateful if you could sign and return the enclosed agreement. Once the agreement has been signed by all four parties, I will provide your son/daughter with a copy for reference.

If you have questions or queries about the programme, please do not hesitate to contact me.

Thank you for your continued support.

Yours sincerely,  
[name]

### 3. Mentoring agreement

[School/College Name]  
**MENTORING PROGRAMME AGREEMENT**

<b>Mentor Name</b>
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**MENTOR**

- I will ensure that the student is fully informed regarding dates and times of future meetings.
- I will notify the student (via the College) in advance if I am unable to attend a meeting for any reason.
- I will help the student to identify personal goals and support them with steps needed to achieve these outcomes.
- I will not disclose information given to me in confidence by the student. (The only exception to this is if I feel that the welfare of another person is at risk)
- I will always work in the best interests of my mentee.
- I will commit to remain part of the mentoring scheme for the duration of this academic year.
- I will complete evaluation forms relating to the mentoring process when requested.

Signed.....Date.....

**SCHOOL/COLLEGE**

- We will ensure that all mentors are fully trained and have been subject to a CRB check.
- We will provide students with a lesson exit slip to attend meetings with their mentor
- We will arrange for a suitable venue to be available for the mentee and mentor to meet
- We will monitor the attendance of both the mentee and mentor
- We will acknowledge and support achievements made by the student

Signed.....Date.....

On behalf of [School/College]

<b>Student Name</b>
---------------------

**STUDENT**

- I shall make sure I know exactly when my next appointment is.
- I will make sure that I am punctual and attend every appointment.
- If I am unable to attend an appointment for any reason, I will inform my mentor as soon as possible using his/her preferred method.
- During meetings with my mentor, I will be pleasant, polite and interested at all times.
- I will be willing to talk about myself, my needs and ideas.
- I will be willing to listen to my mentor and respond to his/her questions.
- I will try to follow and act upon advice given by my mentor
- I will prepare in advance for meetings with my mentor and will have identified some areas for discussion
- I will try hard to catch up with any work that I miss whilst I am in my mentoring meeting.
- I will not disclose personal information about my mentor to a third party.
- I will commit to remain part of the mentoring scheme for the duration of this academic year.
- I will complete evaluation forms relating to the mentoring process when requested.

Signed.....Date.....

**PARENT/GUARDIAN**

- I will encourage my child to aim for the highest standards of achievement
- I will take an active and supportive interest in my child's mentoring programme
- I will let the school know about any concerns or problems, which might affect my child on his/her programme.
- I will ensure my child is punctual and attends every meeting as planned.
- I will encourage my child to catch up with any work that they miss whilst they are in their mentoring meeting.
- I will ensure my child informs their mentor if they are unable to attend their meeting for any reason.

Signed.....Date.....

Name (in block capitals).....



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Student Name

Mentor Name

**Meeting 1**

Date
Notes

Action to be taken by mentor

**Meeting 2**

Date
Notes

Action to be taken by mentor

**Meeting 3**

Date
Notes

Action to be taken by mentor



Mentoring for Secondary students - Appendix

Student Name

Mentor Name

**Meeting 1**

Targets set	Date	Review of target/actions	Date

Action to be taken to achieve target

**Meeting 2**

Targets set	Date	Review of target/actions	Date

Action to be taken to achieve target

## 6. What do you need help with?

Your mentor will be able to help you with many different things.

Look at the list below and tick areas that you think you may need help with. Use the space in each box to write down any specific questions that you may have.

**Planning Homework**

Revision techniques

**Study skills**

Future career/education choices

**CV Writing, Application Forms, Interviews**

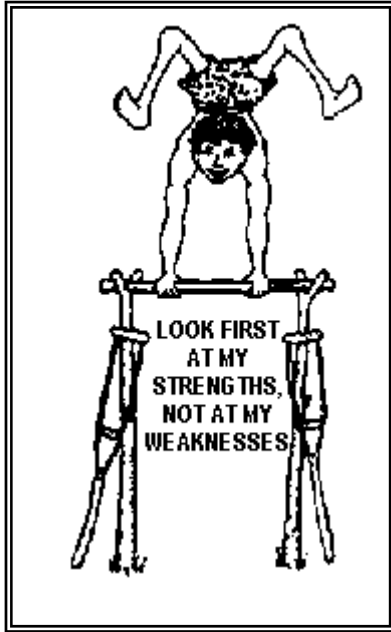
Confidence

**Motivation**

Friendship/family issues

**If there is something else that you would like help with that is not listed above, please write it here**

## 7. Everyone has one talent



Everyone has one talent, often more.

Look at the list below and tick the ones that you are already good at

Good with numbers

Good with words

Building things

Listening

Working well with other people

Making things happen

Good communicator

Music

Confident

Good sense of humour

Organised

Decision making

Sharing

Writing

Creative thinking

Sport

Sympathetic

Dancing

IT

Artistic

Helpful

Trustworthy

Now choose five skills that you have not ticked, that you would like to add to your list of talents and write them below:

# Evaluation by school/college

## Results of Student Survey

### Number of Students in Programme:

Girls	
Boys	

### Frequency of meetings:

	Girls	Boys
Once a week		
Once a fortnight		
Once a month		
Every 3 weeks		

### Students were asked if they felt that they had a good working relationship with their mentor.

	Girls	Boys
Yes		
No		
Not sure		

### Students were asked to rate themselves on the following issues

	Improved a lot		Improved slightly		No change		Slightly worse		A lot worse	
	G	B	G	B	G	B	G	B	G	B
Attendance										
Punctuality										
Attitude and behaviour in school										
Completion of homework										
Self confidence										

### Students were asked if they had enjoyed being part of the programme

	Girls	Boys
Yes		
No		
Not sure		

### Students were asked if they would like to stay on the programme if it runs into a further year

	Girls	Boys
Yes		
No		

## Mentoring for Secondary students - Evaluation

### Staff Reviews

CONFIDENTIAL – Individual results for each mentoring partnership

*The following represents the comments and perceived changes for each individual student as provided by their Head of Year, tutor and teaching staff, after reaching agreement on their ratings.*

Year Group		
Student Name & Gender		
Mentor Name		
Number of meetings		
Attendance	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	
Punctuality	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	
Attitude and Behaviour	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	
Quality of Work	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	
Homework	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	
Academic Achievement	Vastly improved	
	Slightly improved	
	Unchanged	
	Slightly worse	
	Much Worse	

## Mentoring for Secondary students - Evaluation

Comments

### Consolidated Staff Reviews

The table below consolidates the staff responses for all students surveyed showing the total number rated in each category:

Year Group	
------------	--

#### Number of Students in Programme:

Girls	
Boys	

	Vastly Improved		Slightly Improved		No change		Slightly worse		A lot worse	
	G	B	G	B	G	B	G	B	G	B
Attendance										
Punctuality										
Attitude and behaviour in school										
Quality of Work										
Completion of homework										
Self confidence										