

Mentoring for Secondary students

Business volunteer 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 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 students appreciate the importance of education, business & 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 for guidance and reference.

Mentoring Agreement

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 11.



What mentoring can achieve

Comments from mentees

"Before the mentoring programme I was a lot more laid back and didn't give it my all, but now I've learned to push myself and to focus on what I can achieve."

"This experience has been worthwhile for me as it has made me realise how much my GCSEs count. With the help of my mentor I have changed my C grades into B grades and as the programme continues, hopefully I will change my B grades into As."

"I have learnt how to build trust with new people and have built on my social skills."

Comments from mentors

"I've known my mentee for 4 years now, we still keep in touch. The positive effects of the relationship affected me as well as the mentee."

"It's a real pleasure and a privilege to be given the opportunity to provide them with some form of guidance. I found the experience insightful, surprising, and at times very entertaining."

"I wasn't sure when I started whether I'd be able to make a real difference, but seeing how much my mentee's attitude to further education has changed over the year has been amazing."

Impact

In a recent survey of students who have mentors at one Bristol school:

74% said their self confidence had improved or improved a lot as a result of the programme

70% said their attitude to school and to learning had improved or improved a lot as a result of the programme

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

Business

Champion

A member of the business' 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 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.

Programme roles and responsibilities

School/college

Head Teacher 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.

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.

Head of Year for chosen cohort Has ownership of the operational aspects of the programme within the establishment and ensures that commitments are met.

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.

Programme Co-ordinator 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.

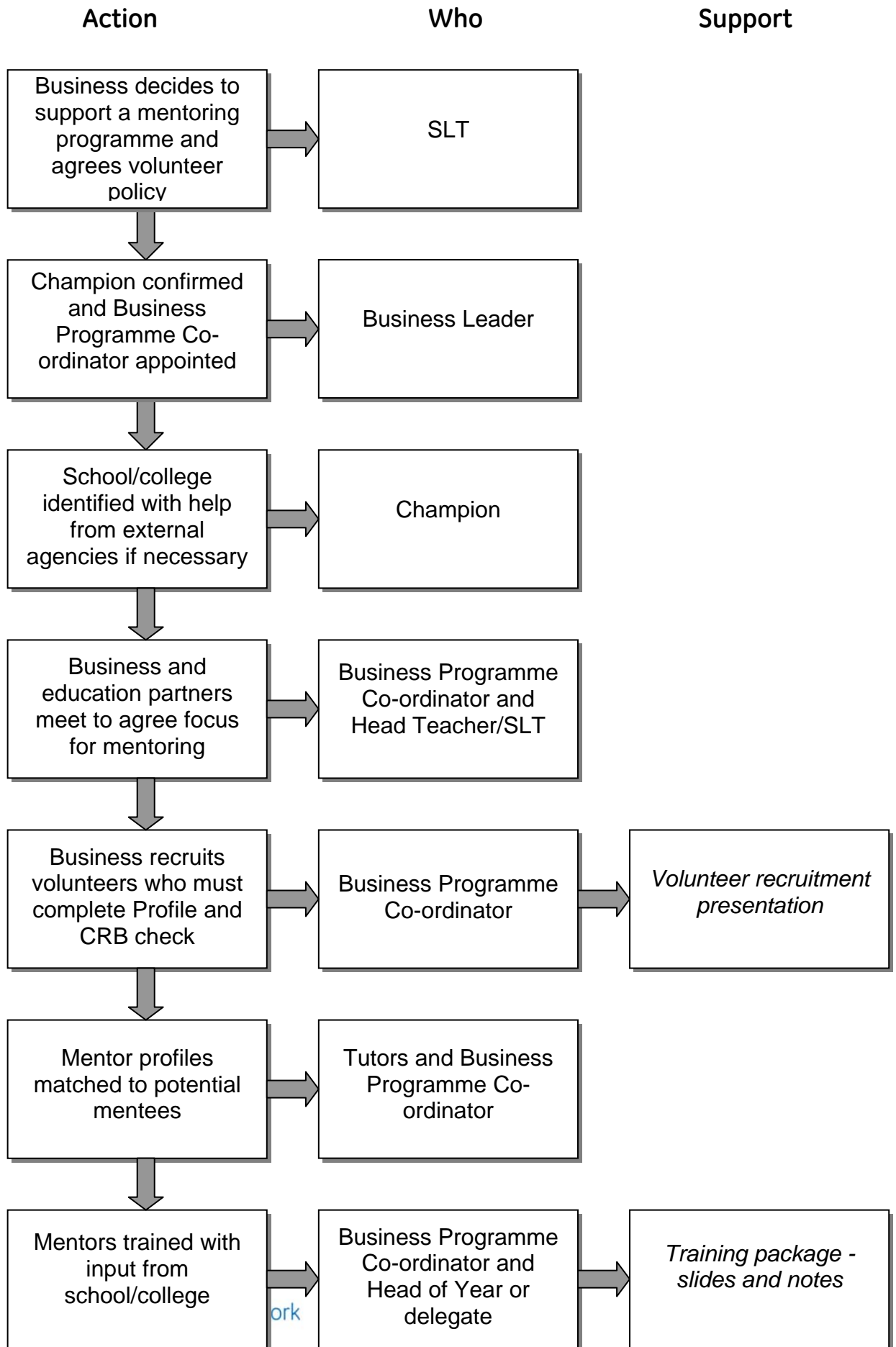
S/he will be the primary contact with the Business Programme Co-ordinator for day to day running.

Specific responsibilities are:

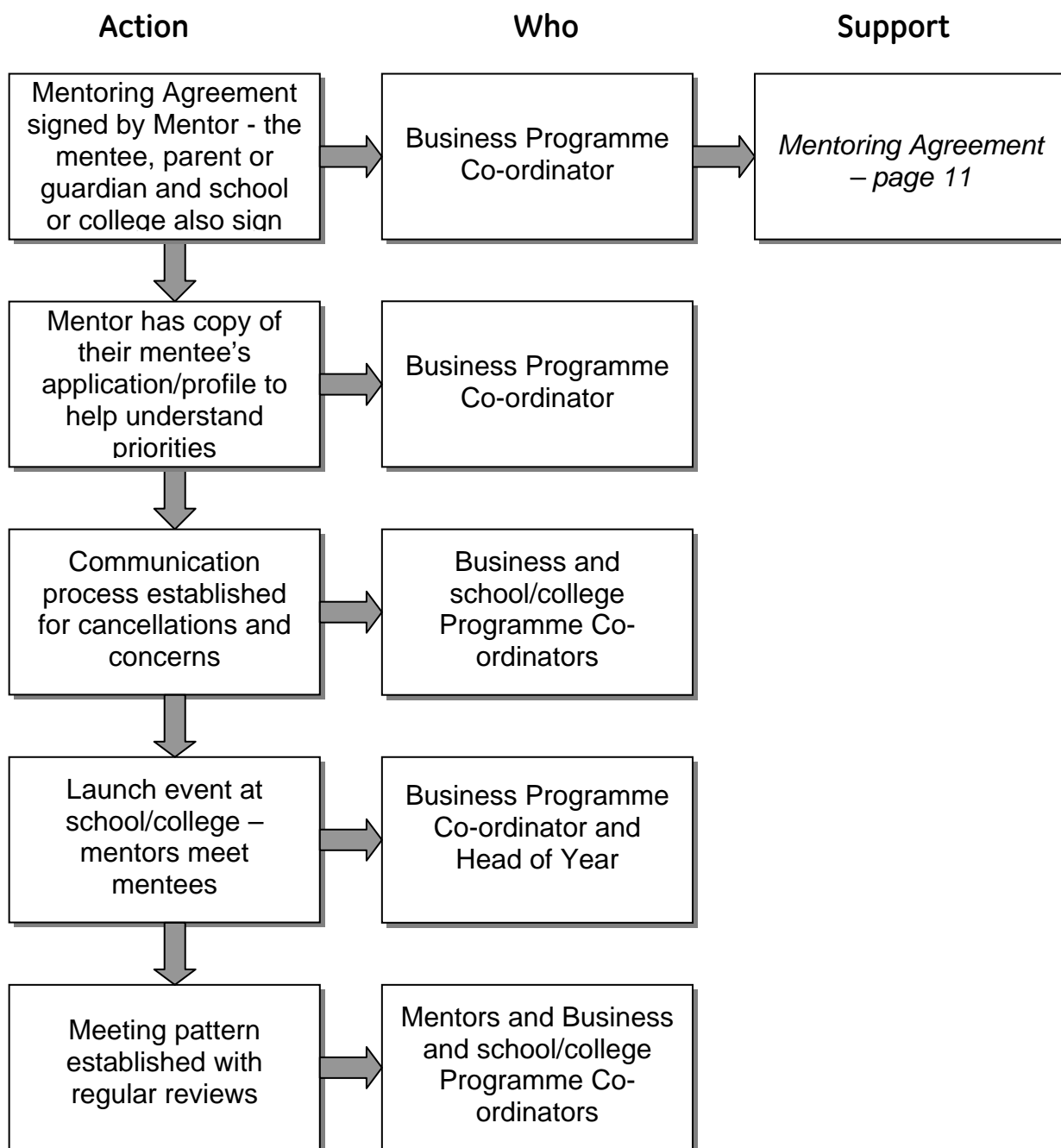
- To prepare mentor and mentee logbooks pre launch
- To keep details of all pairings and contact details
- To maintain an Appointments Diary recording all scheduled mentoring meetings and check it daily
- To issue lesson exit slips for mentees at registration
- To notify a mentor if their mentee is not in school on a meeting day
- To update the diary with the time meetings end and record the next meeting
- To keep a record of the total number of meetings for each pairing
- To participate in review and evaluation meetings

Teaching staff 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.

Setting up the programme



Setting up the programme (Cont'd)



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 group 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

Mentoring agreement

[School/ College Name]
MENTORING PROGRAMME AGREEMENT

Mentor Name

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]



Student Name

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).....

