

## **LEARNING MENTORS**

With the wide range of student support services offered by the team it seems logical to adopt a structure whereby different aspects of mentoring are coordinated by a named person.

The coordinator is not expected to devote their entire working life to their area, but simply to oversee this particular provision. This way, all mentors can have a point of contact regarding any organisational or resource issues. The majority of a working week should still involve a caseload of individual / group of students in need of mentoring.

### **Year Group Mentoring**

<b>Year 7</b>	<b>Pam</b>
<b>Year 8</b>	<b>Laura</b>
<b>Year 9</b>	<b>Colette</b>
<b>Year 10</b>	<b>Sandra</b>
<b>Year 11</b>	<b>Donna</b>
<b>KS5</b>	<b>Sandra and Laura</b>

Objective: To establish Year Group expertise and in-depth knowledge of student needs.

Attaching a mentor to a year team will enable closer relationships with Year Leaders and a deeper insight into year group issues and needs. Further to this such a role will facilitate the further development of small group mentoring where appropriate. Evaluation June 2005 (Mentors and Year Leaders) very favourable review of this development.

Key Stage 5 it is likely that the role may include Reach Out work with former mentees and support for students identified by the guidance team.

### **Kick Start / Behaviour Support Groups & Reintegration Programme - Graham**

Objective: To develop and deliver programmes aimed at behaviour/attitude modification.

This role may involve coordination of resources and developing strategies/ideas for modifying behaviour. The coordinator will, no doubt, be involved with a group, though is not expected to devote their entire workload to this. Liaison with HOYs / CB / John Lee.

The Kickstart for 05-06 has been reviewed and an extended provision programme with additional support from Student Support Leaders has been agreed. A parental involvement meeting was held on September 20<sup>th</sup> and received very favourable feedback.

### **Work Experience/Alternative Curriculum Link - Graham**

Objective: To help develop and support work experience placements for students experiencing alternative curriculum at Key Stages 3 and 4

This role will involve liaison with CB/HOY and Diane Murgatroyd/Ross Popper. It will include support in placing Key Stage 4 students on work based placements and coordinating visits to the workplace. Lance Depass will look into some tracking which may enable us to accredit such placements (Youthtrain). The role will further involve the monitoring and reviewing of students on alternative placements.

### **Gifted and Talented and Wider Participation - Pam**

Objective: To support students of the highest academic ability overcome any barriers to achievement. To further raise aspirations of targeted cohort.

This role will involve liaison with JA/JMS and coordinating support of the G&T and wider participation cohort where necessary.

### **Readiness for Learning - Colette / Ann Miles-Turner**

Objective: To boost readiness for learning to a cohort of students in Year 7 and 8.

This role may involve the coordination of small groups/one to one sessions for students, particularly those in Years 7 and 8 who require additional support in basic learning skills. A package is available entitled 'The Learning Challenge'. Liaison here with FK, SENCO and HOY in order to target individuals requiring provision in this area. The person may be able to coordinate a team of LSAs / admin/KS5 students. Longer term aims to role out writing challenge pending a positive evaluation of Learning Challenges.

### **Off-Site Provision - Graham**

Objective: To maintain links and monitor progress of students educated off-site.

This role will involve liaison with CB/HOY to maintain links with the, very few, students we have off-site at alternate learning centres such as JAS/BMEP/CJs. Half termly review of progress and action plan to be implemented in September 2005.

There is also scope for further development in terms of investigating avenues available for suitable off-site provision.

NB. This role does overlap with year group Mentors and behaviour support.

## **Peer Mentoring - Collette with support from Sandra**

Objective : To embed and further develop the peer mentoring programme.

To further develop confidence, self worth and social skills in targeted cohort of students in Year 7/8.

This role involved continuing the excellent start made with the peer mentoring programme. Also, liaising with Year Leaders and SENCO regarding target students for the group.

## **Year 7 Moving up/"Friendship" groups - Donna with support from Laura**

Objective: To further develop friendship groups for Year 7 & 8 students.

This role involves organising group activities in a nurturing environment for students identified as "in need". Liaison with Year Leaders/SENCO to identify target students.

## **Emotional Intelligence Coordinator - Pam**

Objective: To acquire and collate resources to support the emotional development of young people.

To support the Mentor Team in the further integration of Emotional Intelligence within the student support system.

This role builds on Pam's experiences at Ilkley and should enable further exploration and implementation of this key area for student support.

## **Transition - Donna**

Objective: To coordinate mentor based support with primary feeder school to enable smooth transition.

This role will involve close liaison with Year Leader and Mentor allocated to the Year Team. Liaison with primary mentor and collecting student information in support of the transition process.

## **Pathways - Donna**

Objective: To provide supervision for students at Key Stage 4 on this alternative programme.

This role involves coordinating a timetable rota where students catching up with core subject are supervised.

## **ASDAN - Donna**

Objective: To pilot an ASDAN programme with a target group of students.

Students on the Shipley College course continuing with an ASDAN programme for 1 period per week with the intended outcome of Bronze award. To explore possibility of forming an ASDAN curriculum group for Year 10 students in September 2006.

This Policy is reviewed annually.