



Akademeia High School

Mentoring Policy

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Aims of AHS Mentoring Policy

Akademeia High School Mentoring Policy aims to provide guidance and support to students in their academic and personal development through their work with their mentors, Heads of Years and Heads of Forms.

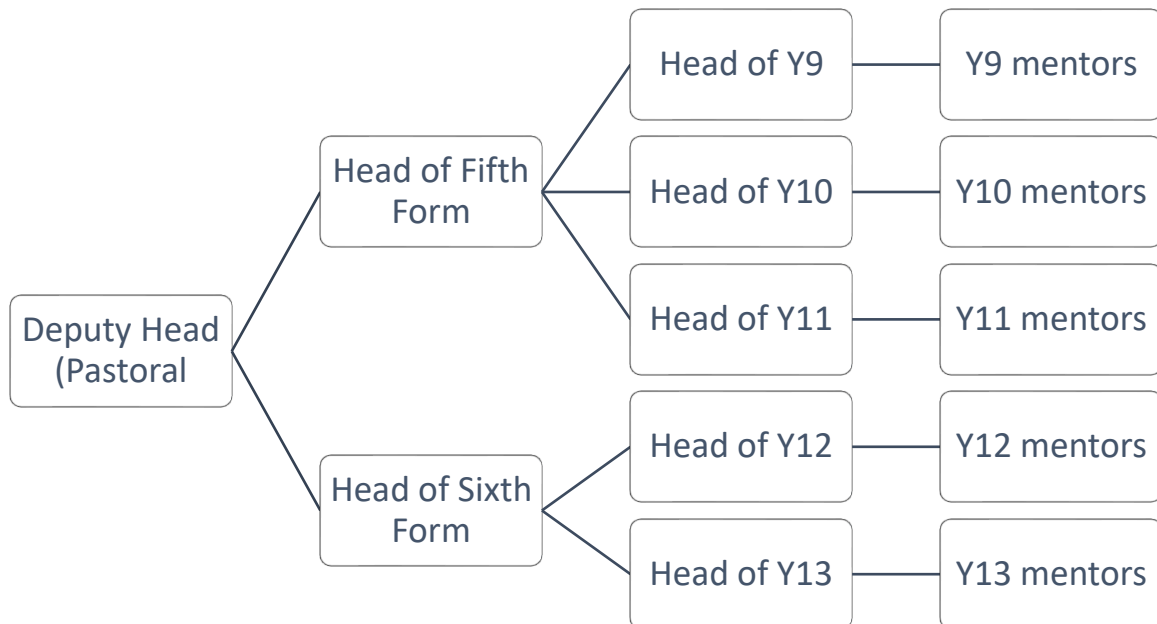
Overriding aims of AHS Mentoring Policy include:

- Ensuring academic development of students: mentors assist students in setting academic goals, developing effective study skills, and providing guidance in their learning. The aim is to enhance students' learning routines, improve their grades, and increase their overall academic performance.
- Personal development: mentors can provide a safe and supportive space for students to discuss their challenges, goals, and aspirations. They can offer advice on decision-making, time management, goal setting, and personal well-being. The aim is to help students build self-confidence, resilience, and self-awareness.
- Social and emotional support: Mentors serve as trusted advisors, offering guidance on managing stress, building healthy relationships, and navigating social dynamics. The aim is to create a supportive environment that fosters positive mental health and emotional well-being.
- Behaviour management – mentoring system focuses on fostering appropriate environment for students to grow and become responsible and caring people. This also refers to implementation of appropriate behavioural management strategies and disciplinary measures in case of a violation of Student Code of Conduct, Anti-Bullying Policy or other applicable rules and regulations.
- Decision-making: mentors, Heads of Years and Heads of Forms support students in their decision-making, related to a selection of their extracurricular courses, Personal Development Scheme activities, Academic Pathways, A Level subjects and university destinations. Mentoring system often focus on helping students explore different career options and develop the necessary skills for their future endeavours.



Roles and responsibilities within the mentoring system

The system is outlined below:



Deputy Head (Pastoral)

Deputy Head (Pastoral) serves a key function in the development and implementation of pastoral care within the school. The main responsibilities of Deputy Head (Pastoral) include:

- To oversee all aspects of the day-to day pastoral care in the school
- To act as Designated Safeguarding Lead within the school and coordinate any investigations related to students' safeguarding
- To act as line manager to Head of Fifth Form and Head of Sixth Form and oversee personal and academic development of students, and implementation of school values through pastoral program
- To support Head of Fifth Form and Head of Sixth Form in ensuring effective mentoring scheme across the school
- To assist in the ongoing review and monitoring of school policies and implementation of these, in relation to the international and Polish frameworks
- To communicate necessary information to parents and students regarding pastoral care provision through general and individual meetings



- To oversee the implementation of rewards and disciplinary measures against students
- To oversee the production and review of Pastoral Care Policies (including – but not limited to - Safeguarding and Child Protection Policy, Whistleblowing Policy, Anti-Bullying Policy, Mentoring Policy)
- To assist Heads of Forms in the checking of students' progress reports
- To oversee the organization of Integration Camp in liaison with Heads of Forms and Heads of Years

Head of Form (Fifth Form and Sixth Form, respectively)

Heads of Forms play an important role in sustaining and improving the quality of education and pastoral care offered to the students. They promote and foster the ethos and the school values of Akademeia High School throughout the Fifth Form and Sixth Form and work closely with the Deputy Head (Pastoral) to monitor personal development and any pastoral issues of students in relevant forms.

The main responsibilities of Heads of Forms regarding mentoring provision include:

- Establishing with the Headmaster and Deputy Head (Pastoral) the goals and an academic calendar for the Fifth Form and Sixth Form
- Coordinate the work of Heads of Years in relevant forms
- Implement the goals and the calendar for a given school year
- Contribute to the raising of achievement amongst students
- Co-ordinate, support and monitor the work of the mentors
- Oversee the Admission and Transition of the Fifth Form students to the Sixth Form, together with supporting Deputy Head (Pastoral) in assigning mentors to students
- Deliver with the University and Careers Department the A Level Fair and to oversee Academic Pathways and A Level subjects choices process through group and individual meetings
- To oversee and deliver induction of new mentors
- Co-ordinate termly information sessions for parents and reports submission in relevant forms
- Implement disciplinary measures in case of behavioural or pastoral issues in relevant forms
- Oversee termly attendance review of students in relevant forms
- In collaboration with Heads of Years, coordinate integrational trips for students in relevant forms
- In collaboration with Heads of Years, coordinate integration camp for students in relevant forms



- In collaboration with the Wellbeing Department and Learning Support Department, coordinate integration camp for students in relevant forms

Heads of Years

Heads of Years are responsible for the pastoral care of the students in the year group. Therefore, they support Heads of Forms in various aspects related to the provision of pastoral care and implementation of mentoring system. Heads of Years participate in developing and implementing specific pastoral care programme for each year group, therefore their role may differ, depending on year group they are overseeing. The main responsibilities of Heads of Years, related to mentoring, include:

- Establishing with the Head of Form and Deputy Head (Pastoral) the goals and an academic calendar for a relevant year group
- Implementing the goals and the calendar in a relevant year group
- Contributing to the raising of achievement amongst students in a relevant year group (e.g. supporting Heads of Forms in organizing competitions)
- Monitoring the academic progress of students a relevant year group in order to secure and sustain effective learning
- Identifying underachieving students in a relevant year group in collaboration with mentors with a view to establishing and coordinating improvement strategies in conjunction with teachers, Heads of Departments and Wellbeing Team
- Supporting mentors in initiating and responding to communications with parents ensuring that they are kept fully informed and involved in the progress of their children
- Collaborating with the Head of Form in organizing various initiatives supporting students' decision making (e.g. A Level Fair, Academic Pathway Fair)
- Co-ordinating, supporting and monitoring the work of the mentors in a relevant year group
- Supporting the Head of Form in induction of new mentors
- Supporting the Head of Form in co-ordinating parents' evenings and reports submission for relevant year group
- Supporting Head of Form in organising year group integrational trips
- In liaison with the Head of Form and administrative staff, organisation of the integration camp.
- Organisation and supervision of integrational activities at the beginning of academic year for a relevant year group
- In liaison with Personal Development Scheme Coordinator and individual mentors, to facilitate the implementation of the scheme.
- In the Sixth Form: overseeing the completion of log books, in collaboration with mentors.



Mentors

Mentors are responsible for overseeing the personal and academic development of their mentees and meet with them in a weekly group setting and on a one-to-one basis as required. Any information regarding learning support, medical or welfare issues relating to the mentee is shared with the relevant stakeholders by the mentor as part of the AHS commitment to ensuring the emotional and physical wellbeing of its students, in addition to their academic achievement.

Mentors may schedule meetings with parents in school or on Microsoft Teams. A list of Mentoring responsibilities is outline below:

Pastoral care and academic support:

- To oversee student's academic and personal progress.
- To meet with their mentees on a weekly basis as part of Mentor's Hour.
- To deliver mentor's hour in line with guidelines shared by the Head of Year/ Head of Form.
- To support students in listing goals for the academic year and follow-up on the goals on a regular basis.
- To attend assemblies and supervise their mentees, as well as to take their attendance.
- To oversee the preparation and delivery of mentor's group presentation (once a year).
- To schedule regular (at least once every half-term) individual meetings with the mentees to discuss their individual progress.
- To cooperate with student's teachers in order to ensure academic progress.
- To cooperate with Head of Year / Head of Form in case of any disciplinary action taken with regards to their mentees and to oversee the implementation of the consequences.
- To create with a mentee a 'Performance Improvement Plan', should the student receive an academic warning due to poor exam results.
- To refer their mentee to the Wellbeing Team, if support is necessary (e.g. due to any concerns regarding student's mental health or special educational needs).
- Support the students with academic decisions: choice of cocurricular activities, PDS projects and tasks, Academic Pathways, A Level subjects, universities.
- SIXTH FORM ONLY: To oversee the preparation of their mentees' logbook.
- Attend the meeting and follow up with the mentees on their progress plan, established with the Director of Cocurricular and the Headmaster.
- To collect quotes from subject teachers and writing final references for UCAS applications.



Attendance review (end of each half-term):

- To authorize mentees' absences (with the exception of sick leave and events organised by the school)
- To review mentees' attendance at the end of each half-term and take necessary steps where applicable (e.g. if the student's absences exceed 10%, they should check with them and the parents whether the student managed to cover the material necessary)

Progress reports (twice a year):

- To approve progress reports written for their mentees and prepare a short summary of the progress report.
- To discuss the reports individually with the mentees and prepare a plan of action, if necessary.
- To release the reports to parents in line with official deadlines, published by the school at the beginning of the school year.

Contact with parents:

- To be the first point of contact for the parents and to respond to any questions or concerns regarding the progress of their mentees.
- To facilitate the contact of parents with any other members of the staff (e.g. subject teachers, Head of Form, Head of Department, Head of Wellbeing and Head of Learning Support etc.).

Implementation of Mentoring Policy

Mentoring Policy is implemented through various initiatives throughout the school year. When a student joins AHS, they are assigned a mentor. Up to 12 students are allocated in each mentor's group.

Mentor's hour

The most important point of mentoring scheme framework is mentor's hour, taking place on a weekly basis on Thursdays. During mentor's hour, students and their mentors discuss various important issues, related to school's life and values, their personal growth and development, exam preparation, choosing their Academic Pathways, A Levels or universities and many more. Mentors receive a regular guidance from their Heads of Years, regarding topics that should be covered as part of mentoring. They may also follow-up on any important topics, discussed during assemblies.

Due to the fact, that each year group has a significantly differentiated academic and PDS curriculum, as well as taking into account the fact, that each mentor's group may require a more tailored



approach, mentors are encouraged to consult with Heads of Years and Heads of Forms on any differences they would like to implement in their mentoring scheme.

Individual meetings with mentees

Mentors are also encouraged to schedule an individual meeting with their mentees at least once per half-term. Individual consultations with mentors take place on Mondays or Fridays, depending on individual schedule of each mentor. During such meetings, they can discuss student's academic and personal growth based on their exam results, progress reports or any other valid information, as well as any other school issues a student may have. Mentors may refer their mentees to the Wellbeing Team if additional support is required.

If a student receives an academic or disciplinary warning, individual meetings create opportunities to discuss Performance Improvement Plan or Behaviour Improvement Plan, which are created by the students with the support of their mentors. These documents serve as a guide to work on further steps to improve student's situation in terms of academic performance or conduct.

Individual meetings are also an important component of guidance regarding (but not limited to) the following:

- Extracurricular activities (applicable to all students)
- Personal Development Scheme Projects (applicable for Y9, Y10 and Y11 students)
- Personal Development Scheme Tasks (applicable for Y12 students)
- Additional GCSEs in creative subjects: Art, Drama, Music (applicable to Y9, Y10 students)
- Academic Pathways (applicable to Y10 students)
- A Level subject choices (applicable to Y11 students)
- University choices (applicable to Y11, Y12, Y13 students)

Meetings with parents

Meetings with parents are an important part of implementation of mentoring policy. Parents' support is crucial in making sure that both academic and personal progress of our students is smooth and consistent.

There are several types of meetings with parents:

1. General year group meetings, organized by Head of Year – during these meetings, parents are informed about the most important updates, regarding the school life, pastoral care, mentoring, Academic Pathway, A Level and University choices. The meetings are organized in an online form.



2. Individual meetings with mentors – parents can request a 1:1 meeting with mentors to discuss academic and personal growth of their child. If necessary, mentors may also invite parents for a meeting, if student’s situation requires a conversation.

Mentoring Policy and Other Policies

Mentoring is a part of comprehensive system of academic and pastoral care, functioning at Akademeia High School. For this reason, Mentoring Policy should be read together with the following documents:

- Akademeia High School Parents and Students Handbook
- Akademeia High School Pastoral Care Policy
- Akademeia High School Wellbeing Policy
- Akademeia High School Learning Support Policy
- Akademeia High School Safeguarding and Child Protection Policy
- Akademeia High School Anti-Bullying Policy

Published: August 2023

Next review date: June 2024.