

The Quality Standards for School Mentoring Schemes

Best Practice Standards that enable the mentoring scheme

1. Leadership & Management

- The scheme is excellently managed both externally and internally by a team of staff
- There is a commitment to continuous improvement
- Senior managers model the mentoring philosophy
- Senior managers recognise and celebrate the successes and achievements of students, mentors and staff
- The scheme has developed and expanded over time

2. Policy and strategy

- There is a mentoring culture in evidence with a range of mentoring programmes for staff and students
- Governors, business and community partners, the EBP, university and other stakeholders are involved in developing the policy and strategy on mentoring

3. People management

- A senior manager regularly reviews and appraises the work of the scheme coordinator
- The recruitment of external mentors targets minority communities & those recruited reflect local cultural diversity
- The mentoring coordinator has received advanced training in running mentoring schemes
- The school encourages and supports mentors in gaining accreditation for their mentoring

4. Resources

- A full or part-time mentoring coordinator is appointed to manage the scheme/s
- Financial resources have been successfully bid for or allocated from school resources to fund the programme
- Students are able to use the telephone, fax or (secure) email to communicate directly with their mentor
- Baseline information, ongoing monitoring data, mentoring records and impact measures are captured and effectively managed

5. Processes

- Students who need it receive appropriate interpersonal skills training to help them benefit more from mentoring
- Mentors are offered regular, systematic feedback on student progress
- There is an ongoing review process and support for mentors and students that includes a review of mentoring relationships
- There is an end of scheme evaluation with a written report based on systematic data gathering against a baseline
- Parents are involved in scheme(s); they are consulted and kept informed about progress.

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Best Practice Standards for outcomes of excellence

6. Customer satisfaction

- Minimum targets are set for frequency of meetings/no. of postponed/cancelled meetings/pairs not completing
- Minimum targets for satisfaction ratings are set and achieved for mentees and mentors (75%)
- Targets are set to improve upon previous year's satisfaction ratings made by mentors and mentees.

7. People satisfaction

- Subject teachers comment favourably on changes in mentees' motivation, behaviour and/or performance
- Teachers acting as mentors derive personal and professional benefits from their mentoring
- The development of the mentoring culture in the school involves, empowers and motivates a wider group of teachers, students and support staff in mentoring programmes.

8. Impact on society

- Mentoring helps to reduce the number of young people being excluded from school and those without a suitable progression route
- Information is collected from organisations involved with young people in the community about the impact of the programme on attitudes and behaviour
- The school gains favourable local press and media coverage for its mentoring scheme(s)

9. Results (key performance indicators)

- A minimum of 90% of mentoring pairs complete the programme
- A minimum of 90% of mentees report successful outcomes
- A minimum of 90% of mentors report successful outcomes for their mentee
- Monitoring data confirms 90% success rate in achieving positive changes in attitude, behaviour, attendance achievement
- Monitoring data confirms 90% success rate in achieving improvements in academic achievements.

(from: *Excellence in Mentoring: School Self-Review Framework*, 2000 updated March 2005)