



ASSERTIVE MENTORING



AIM: To ensure that mentees work consistently to achieve their target grades.

Core Activities include:

- Providing feedback to students in a 1:1 meeting - the monthly data.
- Ensuring each student understands the significance of the feedback
- Ensuring that the information is being taken seriously
- Praising students who are on target
- Rejecting excuses for lack of progress
- Seeking solutions to underachievement and agreeing interventions with students
- Communicating interventions to staff
- Checking that interventions are understood and implemented
- Changing the nature of the intervention if it doesn't work
- Communicating with Mr Knight (Progress Leader in Sept 2013), staff, parents and others when necessary
- Being supportive but assertive in nature

PROCEDURE

1. Scrutinise monthly Assertive Mentoring data sheets
2. Meet mentees 1-1, feedback information, agree interventions and fill in action sheets
3. Set up interventions and check that they are carried out

INTERVENTION STRATEGIES

Intervention is the term used to describe agreed outcomes from the Mentoring conversation. These should be designed to raise student achievement in problems areas, highlighted by the Assertive Mentoring data. The nature of the problem or issue causing the underachievement will determine the nature of the intervention.

CATEGORIES OF INTERVENTION

- Curriculum
- Teacher
- Student
- Resources
- Parent

Suggested strategies

1. **Curriculum** problem e.g. student is finding work load difficult to manage

ANSWER – Help student with effective time-management and involved teachers and parents to set up additional support.

2. **Teacher** problem e.g. student has grievance against a particular teacher or can't relate to a particular teaching style.

ANSWER – Intervention needs to be sensitive. Try mediation in the first instance. A meeting between mentor, teacher and student is often successful. If the problem persists, Mentor seeks guidance from Mr Knight or Mr Gregory.

Problem – Student says he/she is distracted by peers in classroom

ANSWER – inform teacher of issue and agree a change of seating

3. **Student** problem e.g. Student is behind on coursework

ANSWER – Mentor either supervises student to complete it in their own time or arranges after-school time with the subject teacher and checks that the student attends and completes.



4. **Resources** problem e.g. student not completing work set in lessons

ANSWER – consult subject teachers, make sure students attends lunch time / after-school sessions and uses Study Centre

5. **Parents** problem e.g. pupils fail to hand in coursework

ANSWER – Inform parents, agree action. If continued recommend home sanctions.

ASSERTIVE MENTORING WORKS – OFFICIAL!

‘ A tight structure is provided for students enabling them to work with their mentor on clearly defined targets over short term periods, to sustain the momentum of learning and motivation’.

‘This form of mentoring is effective because ... it is rooted in grade predications and target setting. Students know what level the teachers think they’re achieving at and have the opportunity to discuss this with their mentors in terms of the own capabilities and strategies for improvement’.**

*(**Prof Younger and Warrington’s Cambridge University study into Assertive Mentoring).*

THE REWARDS

- Students become more focused on achieving their targets
- Students reach their aspirational targets
- The culture of the school changes as celebration of achievement replaces ‘laddishness’.
- Improved parental engagement
- Student morale is increased

