



Transition Mentoring Programme

Using Early Intervention to support students with school to college transition.

Reduce the number of young people who are risk of becoming NEET (Not in Education, Employment or Training).

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Why Early Intervention

Early intervention to support transition to Further Education

This guide supports schools and Further Education providers to develop an early intervention mentoring programme as a preventative approach by engaging with young people at risk of becoming NEET (not in Education, Employment or Training).

Leigh Park has a higher than average number of 16–24 year olds who are considered NEET and the Link Up Leigh Park Programme focused on reducing this number through a whole systems approach to reducing health and economic inequalities of 16–24 year olds.

During the initial phase of the Link Up Leigh Park programme, research conducted by the University of Portsmouth identified transitions into further education and employment as risk areas for young people in Leigh Park. The role that education and qualifications has on the type of employment and level of income which then impacts health outcomes and quality of later life, and the university's research findings gives basis for taking action during pivotal transitions to best support young people who may experience less advantage.

The early intervention takes place during Years 11 and 12 across both secondary and FE locations to ensure students have the support and confidence to continue to FE and thus more likely to gain meaningful employment.

Our mentoring coordinator has been funded by the The Health Foundation Economies for Healthier Lives programme and managed by HSDC Further Education College, working two days at the FE college and two days in the local secondary school.

The programme can support students'

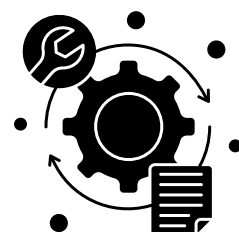
Confidence



Motivation



Transition Readiness



Programme Roadmap

Step One

Create partnership agreement with secondary schools and Further Education providers and agree funding,

Step Three

Recommending Students for Mentoring.

Step Five

Transition Support in Year 12

Step Six

Programme Learning & Evaluation

Step Two

Recruit Mentoring Coordinator

Step Four

Deliver 12-week Mentoring Programme

Step One:

Creating Partnerships

Identify the barriers faced by young people, preventing them from remaining in education:

- This could be through surveys or interviews with 16-18 year olds
- Analysis of destination data – can you identify specific groups of young people who need additional support
- Should your programme target specific geographic areas? Are numbers of NEETS higher in certain postcodes/wards?

Create your partnership agreement:

- Who will the partners be? Identify which secondary schools and FE providers you want to work with.
- How will the mentoring coordinator be funded? This could be via funding bids (such as Shared Prosperity Fund) or shared costs between the partners (FE institutions, schools and local authority).
- Who will the programme support?
- How many hours of support can be provided?

Step Two:

Recruit Mentoring Coordinator

Before you recruit a mentoring coordinator:

- Write a job profile
- Who will take responsibility for employing and managing the mentoring coordinator?
- What will be the main purpose of the role?
- What will be the key responsibilities and accountabilities?
- What prior experience/qualifications does your mentor need?
- (Relevant Level 3 – youth/social work, IAG, teaching, coaching and Level 2 Motivational Interviewing)

(see Mentoring Coordinator Job Specification)

Step Three:

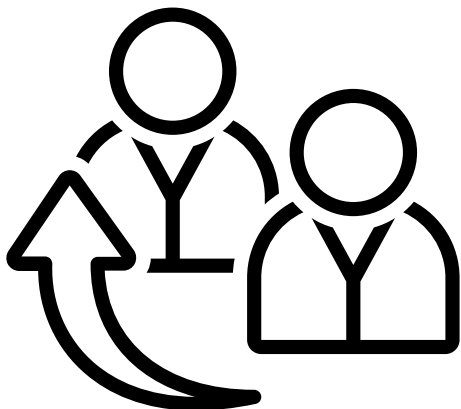
Recommending Young People for Mentoring

Year 11 students are recommended for mentoring and referred by the school if they are at higher risk of not remaining in education. Indicators may include the following:

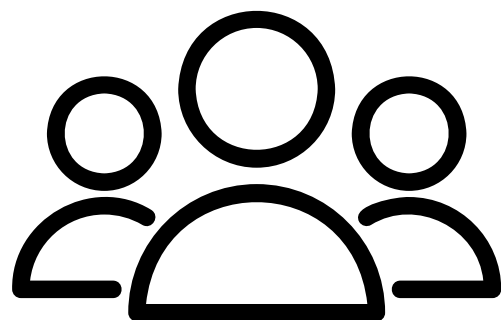
- **Mental health support**
- **SEND support**
- **Receipt of Free School Meals**
- **Attendance of less than 90%**
- **Social Services involvement**
- **Regular additional support and mentoring**
- **Access arrangements for exams**

Engage participants early, through a standardised induction process to outline the programme's goals, set clear expectations, and alleviate initial apprehensions.

Year 11 Referrals



Year 12 Transition



Step Four:

Programme Structure

The mentoring programme supports students through a 12-week plan.

Programme Summary: Year 11 Students (30 minute sessions)

Mentoring is based on the principles of Motivational Interviewing (Mentor Level 2 trained) where the young person learns to clarify their thoughts and identify areas in their life where they need support. Young people then analyse their motivations to change and agree an achievable plan to move forward.

A range of activities collated by the mentor are used depending on need/area of focus, such as, low confidence, lack of self-belief, low mood, body image, anger, life goals and more. The young person is supported and encouraged to self-reflect and achieve the change they want to see.

Session 1-2	Welcome Survey, Impact Survey, ACM Self Rating (Anxiety, Confidence & Motivation)
Session 3	Decide Focus Areas - Spider Diagram
Sessions 4-10	Build rapport and encourage conversation Increase student self awareness Build commitment to change Implement support strategies Maintain gains
Session 11	Impact Survey Line Activity (Anxiety, Motivation & Confidence)
Session 12	Feedback/Evaluation with Young Person Next Steps Discussion

Step Five:

Programme Structure

Support for students continues into Year 12

Programme Summary: Year 12 Students

Students who were mentored in Year 11 and have enrolled at the partner Further Education College continue to receive mentoring support in their first term of Year 12 to support transition.

More flexible timetabling, means students are not taken out of lessons for this mentoring.

The mentor is available at the FE College for ad-hoc drop-in mentoring sessions.

This continued support has increased confidence and motivation, improved attendance, and helped retain students on their courses.

Students complete surveys at the start and end of the programme, self-rating and recording their anxiety, confidence and motivation levels and impact of the programme.

Step Six:

Programme Learning

Analysis by the University of Portsmouth and our experience of delivering the first year of the programme has enabled us to enhance the programme's effectiveness, ultimately supporting the positive development and well-being of young people as they transition through critical educational stages.

Pre-Intervention Engagement

Standardise induction process to engage participants early, set clear expectations and alleviate initial apprehensions

Maintain Flexibility

Regularly evaluate and adapt the programme to accommodate participants' needs

Expand Support for Career Planning

Integrate sessions focused on career exploration and collaborate with careers advisors

Build Partner Relationships

Create close working partnerships between schools and colleges to ensure effective and continuous support

Programme Learning

Engage Participants Early:

- Develop comprehensive information sessions outlining the programme's goals, structure and expected outcomes to alleviate initial apprehensions.

Leverage Support Networks:

- Encourage involvement from parents, or other influential figures in participants' lives to promote engagement and participation.

Maintain Flexibility in Participation:

- In Year 12 offer flexible scheduling and session lengths to accommodate differing needs and availability, so not placing undue burden on participants.

Expand Support for Career Planning:

- Integrate sessions focused on career exploration and planning to address participants' uncertainties about their future aspirations.
- Collaborate with career advisors or professionals to offer targeted guidance and resources.

Develop Relationships between Schools and Colleges:

- Create familiar and frictionless support for participants to manage key transition points in their education

Regularly Evaluate & Adapt the Programme:

- Implement a continuous feedback mechanism to capture participants' experiences and suggestions for improvement, ensuring the programme remains responsive to participants' evolving needs and preferences.

Case Study

*Name has been changed to protect identity of young person.

The Mentor's Perspective



Jane spoke about being bullied at school and this led to her feeling low self-esteem.



Jane was clear that she did not want to go to college but wanted a career as being a Tattoo and Piercing artist. To train in this field, you must be 18 years old, so discussions turned towards alternative ideas to build soft skills and develop.



We spoke about still applying herself at school and putting effort into her GCSE's as this help her progress. Jane then went on to apply and secure apprenticeship in Catering within a local Leisure Centre.

"I feel happy and empowered."

- Jane



Jane has had lots of things to focus on leading to her GCSE's so we devised a plan to use time effectively and incorporate revision. We continued to look at what fills and drains Jane's tank and how to balance her time, so she continues to feel motivated and energetic. Alongside this we looked at activities to improve self-esteem and learn more about herself and keep her mind frame healthy such as being thankful, reflecting on all the positives about herself and achievements.



Jane said she feels prepared for her GCSE's and keen to get started with her apprenticeship. Jane said mentoring...

"Has helped me become more motivated and happier and has helped me know how I feel and how to deal with stress as a young adult."



Jane has become motivated by having a focus and an opportunity to build her future.

Case Study

Quotes from Students: How has mentoring helped me?

“Understanding in addressing my thoughts and feelings and then taking action.

Having an outlet, someone to talk to. I feel more confident about doing things and less anxious, life is better.”

“Being more confident. Best parts, laughter and small talks. Taking the advice given in the programme and to reach out if I need to.”

“Being able to talk openly. Finding new ways to help myself. Liked having someone to talk to.”

“Fun and good at realising my goals and how to get there. Liked having chats and keep moving forwards.”

“Having someone to talk to other than teachers and people at home. Focused on what you feel needs to be focused on.”

What Others Have Shared About the Students

Great presentation today. Well done for putting up a brilliant performance.
HSDC Health & Science Teacher

She did really well in her sessions, I know Sally enjoyed working with her, citing she was incredibly creative, productive and fun to record. She sang in front of him, which is brilliant as that takes a lot of confidence.

Mike from Music Fusion

Acknowledgements



**UNIVERSITY OF
PORTSMOUTH**

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whose efforts have brought this programme
to life.**

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