KENT ACADEMY NETWORK

ACADEMIES PARTNERSHIP PROGRAMME

(KAN APP)

Mentee development framework

January 2015

(Updated April 2016)

Throughout their four years on the KAN APP students should:

- Aim high
- Make the APP a priority and actively seek out opportunities to engage with it
- Embrace, appreciate and make the most of opportunities, demonstrating appropriate motivation and commitment to see the programme through
- Demonstrate intellectual curiosity, maturity and the right attitude to ensure their experience is a success
- Make a positive difference to their family, school and/or community life, providing a strong role model for other students in their school

Detailed explanations of the aims of each year on the programme, and how success or progress can be measured appear in the following document. In summary:

Year 10

Over the course of their first year on the programme, a successful student recognises the opportunity provided by the APP and begins to adjust their expectations and ambitions accordingly, becomes familiar working within the APP routine and environment, engaging with their mentor via the e-mentoring platform, and completing all work on time and to the best of their ability, and, aiming high, starts to understand or explore the journey towards University or Higher Education.

Year 11

Building on a successful first year coming to terms with and becoming comfortable working as part of the programme, Year 11 students should use the APP structures and culture to aid and facilitate their personal development, start producing increasingly sophisticated academic work, including developing the ability to pursue individual interests and make compelling arguments, and prepare to succeed in GCSE's, starting to think about what happens next in terms of Sixth Form and A-Level choices.

Year 12

As they move in to the sixth form, mentees will reflect on their GCSE results to identify where they have done well, less well, or better/worse than expected, showing initiative in seeking an increasingly personalised APP experience and successfully managing the transition to the start of their A-Level courses. This is the time to start to think seriously about Higher Education, identifying specific routes which would be achievable or desirable, coming to terms with perceived challenges or barriers to access, whether academic, social or financial, and developing an understanding of how these can be successfully overcome.

Year 13

The Teach First futures Mentee Action Plan helps to map and track the final stages of the journey towards University, and successful students should be engaging with and developing the competencies outlined in great detail by that. The APP will remain an invaluable support network at this time, and the recent experiences of the mentor will be particularly important in providing their mentees with a guiding hand. The ultimate aim of the final year of the programme, given the nature of the entire programme, is for students to apply for and achieve a place at University.

Year 10		
Aim	**Indicators of expected progress**	**Indicators of exceptional progress**
Aim high and recognise the opportunity provided by the APP	Developing an awareness of the opportunities available to them, what it will mean to achieve them, and start to adjust ambitions or expectations accordingly	Clear demonstration of maturity, intellectual curiosity and the right attitude to engage with the programme and make the most of the opportunities provided
Become familiar and engage with the APP routine and environment	Start to build a positive relationship with their mentor, understanding the important role the mentor can play in their development. Engage with and get to know others in the cohort	Become accustomed to using the e-mentoring platform, working out the best way in which to regularly use the platform to interact with their particular mentor, based on the strengths and routine of their particular relationship
	Complete work set by mentors on time and to the best of ability	Show a real interest in the work set by their mentor, and begin to engage academically outside the classroom through additional reading or interaction with mentor
Start to understand or explore the journey towards University or Higher Education	Begin to identify strengths, weaknesses and ways in which they can improve	Develop the ability to set realistic yet challenging goals, and to work towards achieving them, starting to understand how they are going to achieve what they want to achieve
	Develop the maturity to ask questions or for additional support with particular subjects where required	Understand the importance of GCSEs and commit to a positive work ethic in order to achieve good grades, understanding GCSEs are the first step on their academic journey and are therefore very important to chances of future success

Year 11		
Aim	**Indicators of expected progress**	**Indicators of exceptional progress**
Make best possible use of the APP structures and culture to aid and facilitate personal development	Develop a pride and identity around membership of the UAP	Provide a positive role model to new cohorts, especially those from their school
	Start to set more academically focused goals	Establish goals with a clear pathway outlining what is going to be done in order to achieve them, and how goals can be used to engage with mentor via e-mentoring platform
	Show an ability and a willingness to drive their individual work, and to seek personal responsibility to do things for themselves	Recognise the onus is progressively more on them to lead and shape their interactions, reflecting the understanding built over their first year of the ways in which they make use of and engage with their mentor
Produce increasingly sophisticated academic work, including developing the ability to pursue individual interests and make compelling arguments	Develop skills for individual research, learning to explore their own interests and work independently	Be prepared to use logic and reasoning in producing academic work which moves beyond the basic establishment or reproduction of facts
	Use new and/or current events to ask questions and to explore academic lines of enquiry	Show an ability and willingness to make arguments in their written work, particularly over issues which they find to be interesting or important
	Develop an ability and a willingness to have academic conversations, developing a deeper understanding of what is being studied	Prove comfortable discussing work with or explaining work to their mentor, and show an ability to respond when questioned or challenged
Prepare to succeed in GCSE's and start to think about what happens next	Develop a specific understanding of GCSE subjects, identifying strengths and weaknesses in particular subjects which may need more or attention or work, and how they are going to seek to improve in those subjects	Use experience (both through the APP and any early GCSEs) to hone study skills and to understand the working styles which are most effective for them
	Start to think about sixth form, including discussing A-level choices	Develop a sound rationale for making or proposing the choice they do, and thinking about what might be need for specific subjects at University, or what might help keep options open

Year 12**		
Aim	**Indicators of expected progress**	**Indicators of exceptional progress**
Take the initiative to increasingly personalise the APP experience	Mentees should become increasingly pro-active in shaping their own future, using their mentor and engaging with the programme without being pushed to do so	Mentors may discuss with mentees whether another mentor could be more knowledgeable around a specific subject area of interest, and changes/alterations may take place where necessary/appropriate
	Goal-setting should be increasingly specific, with a clear idea of what is to be achieved during year 12 and year 13, and starting to think seriously about University	There should be a detailed plan around how to achieve each goal, rationalising why a goal is beneficial to an individual and where it fits in to a longer term plan
Continue to develop academically and successfully manage transition from GCSE to A-Level/6th form	Show a willingness to take on academic challenges, and learn from GCSE experiences to develop or adapt study techniques	Show maturity to deal with setbacks and to take on constructive criticism or honest/realistic advice
	Develop independent research skills and close reading of articles to reflect in a more sophisticated manner, or highlight any unanswered questions	Demonstrate creativity, flexibility and innovation in academic work, applying existing knowledge to novel or unexpected situations, develop a deeper, mechanistic understanding of what they are studying
	Further develop ability to reflect on work they have produced, highlight strengths, weaknesses and potential implications	Develop an ability to deal with counter-arguments and to counter those counter-arguments
Think seriously about University and Higher Education, identifying specific routes which would be achievable/desirable	Engaging and becoming familiar with the Access Programme recourse on Higher Education, including the process and timescales involved with applying	Coming to terms with perceived challenges or barriers to Higher Education (whether academic, social or financial) and understand how each can be overcome in order to succeed
	Research courses and specific Universities, particularly if wishing to pursue a subject not directly taught at school, consulting with mentor to share particular experiences	Consider what could be read, or the experiences that could be sought, in order to strengthen an application and to demonstrate interest in a particular subject area. Visit institutions to gain confidence in applying and aiming high

Year 13		
Aim	**Indicators of expected progress**	**Indicators of exceptional progress**
Make best use of the APP through the University application process	Focus and determination should be coming from the mentee. The mentor should be a support network but no longer the driving force, and the working relationship should be well established and fully-functional	The recent experiences of mentors are very useful. Successful mentees recognise, respect and make the most of this
Engage with the Teach First futures Mentee Action Plan, using it to broaden academic horizons and develop more generally	Clear measures of progress are outlined in the Teach First futures Mentee Action Plan, and success in developing the competencies outlined in that document can be judged against that document	
	Key priorities for academic development should be based on the individual, and an understanding of what will be beneficial moving forward, both to help with the completion of their specific A-levels and bearing in mind what they wish to study at University	Students should be able to place academic work in its wider context, understanding the purpose of an academic work and the idea of academic work as a contribution to a body of work or debate, as opposed to something necessarily clear-cut or able to provide a definitive answer.
Apply for and achieve a place at University	*Given the deadlines and clear cut measures of success involved here, success is more general as opposed to expected or exceptional. Expected/exceptional distinctions may be relevant in terms of the calibre of institution reached, but this is clearly highly subjective and success could look very different for two different students. Regardless, what is below are the required indicators of progress towards applying for and achieving a place at University*	
	Make a firm decision on which Universities and courses to apply for, and if deciding they would be more suited to an alternative route, should be able to fully explain and rationalise why this is the best option for them	
	Be fully aware of relevant deadlines and the different stages involved in the process of applying, having researched the process, been supported through this by their mentor, and developed a clear idea of what they need to do, and when, to be successful	

** On joining the APP a student will be assigned a learning mentor who will remain their primary point of contact and source of support for the first two years of their involvement with the programme. Mentor assignments for years 12 and 13 will be carried out on a more subject specific basis, in order to best utilise the skills of mentors employed by the AAF, and to best match those skills to the needs of a specific mentee, protecting and enhancing the bespoke nature of the programme.